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ABSTRACT

Inservice programs conducted in Ohio school districts which were designed to improve teacher and administrator skills are described. Fields in which improvement suggestions are given include: staff development (Ohio schools only) administrative inservice; arts; career education; curriculum design; economic education; guidance; instructional concerns; kindergarten; motivation; new teacher orientation; organizing inservice training programs; reading (levels K-12); special curriculum areas; special education; and usage of volunteers. A brief program description of each town or area school's specific inservice training method is given, along with the intended participants and a means for evaluation. Names, addresses, and telephone numbers of persons to contact for further information are given, and a bibliography and inservice resource talent questionnaire are appended. (LH)

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Focus on Inservice Education

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Foreword

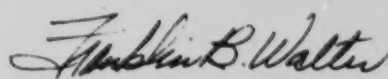
Teacher education continues to be a priority of the Ohio Department of Education. Because school personnel make a difference in the lives of our students, it is of the utmost importance that they have the necessary knowledge and skills to maximize student achievement.

The purposes of this publication, *Focus on Inservice Education*, are:

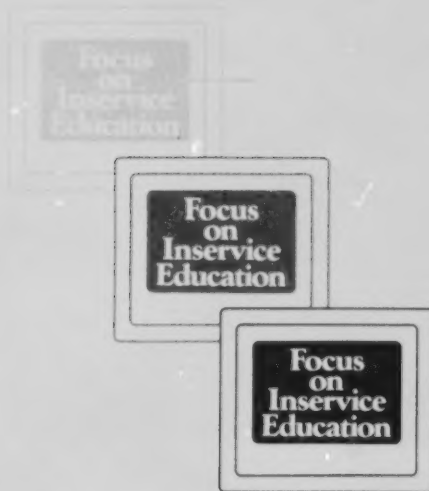
- to describe a process which will promote an effective organization for professional growth activities;
- to summarize Ohio Department of Education initiatives in the area of staff development;
- to disseminate information about inservice education practices and methods of delivery at the school district level.

Inservice education is the means through which quality education can become a reality in all school districts. Significant changes will occur when activities are directed toward specific outcomes.

We need to be continuously involved in updating and upgrading our competencies. Time and again we encounter evidence suggesting that the quality of the teacher is the key factor in determining the success of any program. Therefore, we need to establish and sustain teacher excellence as the means for assuring student achievement of learning potential.



Franklin B. Walter
Superintendent of Public Instruction



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Focus

Introduction

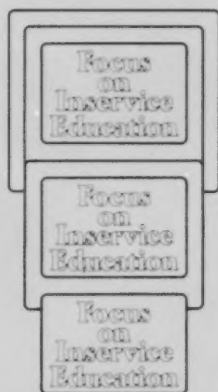
The rapidity and complexity of change require intensive programs of inservice education for educators. These need to be of such a nature that school personnel will gain knowledge of new educational theory and research that will make possible a wise response to new demands. Without the stabilizing and orienting power of theory and research, the common reaction to innovation is to ride with each new idea as though it were a new style—getting off and on the bandwagon as the popularity of the style comes and goes.

The contemporary demands upon school personnel are numerous and complex. The most critical element in inservice education is also the most neglected—the establishment of priorities regarding what educators need as they face the daily teaching-learning situation.

When priorities are established, the task of helping educators to improve their professional competencies requires an inservice program that welds theory, research and practice continuously and in increments rather than in isolated episodes. Theory does matter, but it can only be of practical use when it has a living relationship with teachers and students in real classrooms. Without this connection to actual practice, theories tend to become dead and sterile.

There are an increasing number of opportunities for inservice study due to the changing nature of curriculum. Preparing students to live and work successfully in the twenty-first century requires a curriculum that combines academic learning, self-development, and social understandings. As critical issues are addressed by curriculum planners, the approach should be one of instructional integration rather than one of add-on time to an already crowded curriculum.

Key educational personnel today face the challenge of becoming inservice leaders who will construct models that will transfuse meaning and life into professional development. Strategies need to be identified that will promote the sharing of ideas among colleagues. Educators together can surface ideas for skill development which reflect their individual strengths. They are their own best resources.



Introduction Cont.

A nucleus of interest may be the starting point for inservice training. Target groups are identified first, with plans made for the involvement of other groups in the future, capitalizing on the multiplier effect. Concepts are discussed, strategies applied, and results shared. Inservice education organized at the individual building level is the most productive. Staff involvement is maximized, thereby increasing commitment. Meaningful improvements occur when there is a direct relation to the daily teaching-learning situation with opportunities for immediate application. An inservice leader will provide the necessary link between theory and teachers' learning objectives.

Inservice education results in professional growth of school personnel and in turn results in increased learning for students. The desire for change has to come from within as the result of recognized need. All of this can happen through a commitment to organizing for meaningful staff development. The quality of the staff development program is directly related to the quality of the commitment.

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Establishing an Environment for Professional Growth

Working Definition

Inservice education is a cooperatively planned approach to the development of systematically designed activities to increase the knowledge and skills needed by all school personnel, and foster positive attitudes necessary to the quality performance of their assigned responsibilities.

Staff development is role-centered and provides guided learning experiences which produce observable outcomes. Components include: the assessment of needs, specific objectives, differentiated learning experiences, and provisions for the ongoing evaluation of all activities.

State Inservice Education Advisory Committee

Inservice activities will result in the improvement of the entire school district when they are integral to the professional experiences of every staff member. Planning is critical. Well-organized plans for professional growth demonstrate a school district's commitment to its employees and their achievements. Structuring of these plans will reflect: staff development as a part of the ongoing educational program; careful delineation and review of inservice activities; and communication that emphasizes sharing strategies.

Establishing processes for responding to curriculum challenge presents the means for greater educational accomplishment than ever before. Such an approach can facilitate the continual development of more competent staff in addition to providing a vehicle through which instructional and organizational change may be realized. Through a systematic analysis of information, issues and skills can be anticipated, included or remediated.

Formulating Policies

The Local Board of Education

The commitment of the school district and the board of education to staff development is conveyed through policy decisions which establish an environment in which professionals can continue to improve. Policies imply responsibility for the implementation of goals and objectives. Time, budgeting, and resources (materials and consultants) need to also be addressed in policy statements.

At the Federal Level

Funds for inservice education are available from the federal government. They are found in federal legislation such as the Elementary and Secondary Education Act and the Emergency School Assistance Act. Guidelines generally focus the training on only those personnel who are federally funded. An increased awareness of the need for inservice education will encourage more federal aid for this purpose for broader populations.

Recently, Congress has enacted legislation which provides for the involvement of the general staff of elementary and secondary schools in inservice education. The vehicle for this program is the "teacher center" provision of the Education Amendments of 1976 (Public Law 94-482, Section 153). Funding will authorize the establishment of teacher centers—teacher initiated, locally operated inservice programs that will impact on the traditional methods of improving teachers' classroom skills and techniques.

The specific purposes of Teacher Centers are to assist school districts in: (a) developing and producing curricula; (b) providing training to improve instructional skills and; (c) familiarizing teachers with developments in curriculum and educational research.

Each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which shall be representative of the elementary and secondary classroom teachers to be served by such a center. The board also shall include representatives of the school board of the school district served by such a center and at least one representative of the institutions of higher education with departments or schools of education located in the area. In other words, teacher centers are a form of inservice training in which teachers define their learning needs and receive help in meeting these needs by trying new methods.

The characteristic which distinguishes teacher centers from other forms of inservice training is that school districts and teachers have the major responsibility for determining the kinds of training needed by teachers. Because teacher centers are teacher-

controlled, their activities serve local, everyday needs. Therefore, each center is unique.

At the State Level

Historically the General Assembly has supported education. The Constitution of the State of Ohio addresses the necessity of knowledge in its Bill of Rights. The duty of the General Assembly to encourage schools and the means of instruction is established by law and provisions have been made for securing a thorough and efficient system of schools throughout the State. Because of the memberships' concern with quality instruction, there is an active interest in professional growth activities for school personnel.

The Community

The community holds the local school system responsible for student achievement. Because there is a relationship between the competence of educators and student outcomes, school districts have considerable responsibility for developing and maintaining a program for professional growth. Representative groups of educators and citizens need to be involved in determining broad policies, goals, and procedures for local inservice education. Periodically community expectations should be determined. The description of the gap between current outcomes and expected outcomes helps to establish staff development goals from which specific objectives can be derived by school personnel.

Exercising Leadership

The School District Superintendent

The implementation of policy is an administrative responsibility. As the most influential leader in the school district, the superintendent's role in improving instruction is crucial. This individual's demonstrated interest, involvement, and commitment to inservice education is directly related to the quality of the program.

The superintendent accepts or delegates these responsibilities:

- providing written policies assigning specific personnel to specific responsibilities in the school district's staff development program.
- selecting a qualified, appropriate number of staff to carry out the program of professional growth.
- communicating the administration's interest in improved instruction, and establishing a vehicle through which staff inservice needs may be expressed.
- supporting worthwhile proposals by providing time for inservice activities, by participating, by reviewing research, and by promoting further inservice study.

The Principal

The building principal translates the needs of the various interest groups into programs and activities.

The principal should consider inservice education as critical in the hierarchy of issues. When the schedule for the year is planned, time should be designated for inservice activities. While this practice may be difficult, it is not impossible. There is precedent in such examples as providing common meeting times for job-alike teams, and freeing teachers on a grade level basis while their students receive instruction from other teachers. At the secondary level, freeing specific content teachers for a particular period has been successfully arranged. Other strategies to consider include:

- extending unassigned time;
- adding more periods to the school day;
- meeting with students for less time per period.

All practices need to be re-examined with regard to new priorities. When inservice education ranks high in the principal's and the total faculty's priorities, efforts to attend to it are more likely to occur. Furthermore, when those individuals for whom the staff development activity has been planned can see a direct relationship between their needs and program design, time for inservice is no longer a constraint.

Staff development that makes a difference is based on individuals' perceptions of their needs, participation in the decision-making process with regard to determining particular inservice areas and activities, and an ongoing process that is reinforcing in its effect. Such inservice programs possess a potential for the hoped for change.

One possible means of ensuring a link between needs and activities is to establish a representative committee responsible for staff development.

Their responsibilities would include:

- validating needs and prioritizing them using this suggested format;

BUILDING NEEDS		
Critical	Important	Desirable

- selecting appropriate target group(s) and participants;
 - assisting with resource selection and program development;
 - interacting with target group(s) for the purpose of planning for the sharing of information gained;
 - developing plan of action for the following year.
- Membership needs to be carefully considered. The principal should work closely with this committee. One effective approach has been to have half the membership represent supervisory roles and the other half teacher positions. Through these individuals and the use of informal and formal surveys, needs are determined and strategies for meeting them are discussed. The committee approach makes possible the staff involvement, from planning to

evaluation, which is so necessary if the staff is to accept inservice education as a new priority.

The principal needs to confer with each staff member early in the school year for the purpose of establishing personal goals for professional growth. Where patterns emerge, those with common needs are brought together. This is an excellent way to select activities which respond to real rather than predicted needs. After a length of time, follow-up conferences determine the extent of growth. This becomes one type of evaluation of the inservice program.

Identifying Needs

The initial step toward relevant inservice activity is identifying the needs of staff. Procedures will vary from one setting to another. It is also important to recognize that there are differing sets of needs. Considering the type of needs which has been identified will be a contributing factor to the selection of a target group. Some areas of concern for staff development relate to the school as a social institution. Other needs are those which may be common to all, or to some segment of the faculty. Still others are individually perceived needs.

Institutional Needs

The school administration and board of education have the obligation to attempt to fill the needs of the institution by developing inservice programs which are planned either to promote the knowledge and proficiency of instruction in specific curriculum areas or to enable employees to meet the demands on the total organization. Examples of institutional needs might be to install a new curriculum or a change in school busing practices, begin a mainstreaming program, or give support to a system-wide attack on declining reading scores.

Faculty Needs

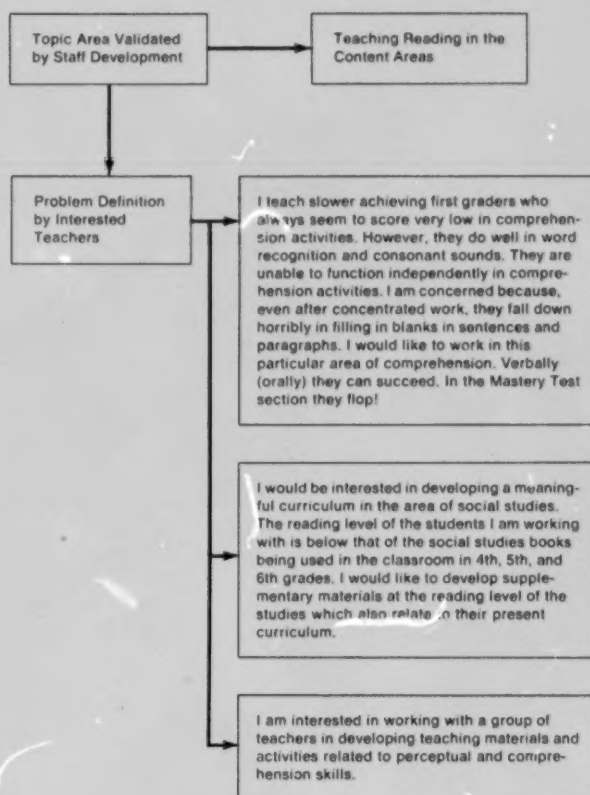
Members of the teaching faculty have their own needs for professional proficiency and growth — needs that may not be perceived by members of the school administration or board of education in the same way as they are perceived by teachers. Often these needs pertain to handling day-to-day problems of instruction, knowledge of an availability of resource materials, and various problems encountered in dealing with student relationships or classroom communication processes.

Individual Needs

An individual may feel the need for training in any or all of the general faculties' concerns, but, in addition, may have a specialized need which can best be met by independent study. Needs assessment for inservice education need not be an overwhelming and complicated procedure. It does need to be thorough and systematic. Organized personal interviews, group discussions, and simple questionnaires will elicit the concerns staff have with regard to the inservice assistance they require. Questionnaires

designed to identify teachers' interests and needs give consideration to: attitudes toward topics; an array of interest areas rather than open-ended response items; and preferences for techniques and formats for the sharing of information. Combining a variety of inquiries will enhance the identification of needs.

There are two critical principles to remember if needs assessment is to lead to effective plans for staff development. *First*, involve staff in all aspects of the process. Only areas of need are validated by the staff development committee. Following selection of a priority concern, specific problem definition is critical. Through this process the participant relates the need for professional insight directly to the daily teaching-learning situation and a place to begin. An illustration will demonstrate the diversity that exists between teachers' perceived needs and the mere identification of an area for study.



Sometimes staff participation is limited to being given an opportunity to respond to a questionnaire. Full involvement implies being a part of the planning process at the time the activity is first conceptualized, contributing to decisions on how information will be collected, and sharing in the final interpretation of the information supplied.

Second, as an intrinsic part of the needs assessment process, determine how information on needed skills should be provided. All people learn differently. For some, reading a book may have as much impact on their behavior as being involved in a classroom based activity will have for others. All styles of learning can probably not be accommodated in a single inservice activity, but a resource base will provide the foundation for the exploration of a variety of teaching-learning modes. Encourage teachers to think creatively about their own learning patterns. This will also provoke thinking with regard to the kinds of experiences teachers find acceptable and therefore offer their students.

Student test data may also be analyzed to determine instructional priorities. These assessment results suggest areas where teachers may need additional conceptual background, teaching tactics, and criterion referenced measurements. Leadership is provided to stimulate interest and to assist staff in systematically recognizing their needs. More will be gained if the approach is one of building upon strengths rather than searching for inadequacies. Needs may arise from a variety of sources and may exist in a variety of forms. Assessment serves at least four purposes:

1. suggests a place to begin;
2. provides direction;
3. answers the question "Why?";
4. authorizes continuation or permission to evaluate.

Need identification is a process of assessing, focusing, and adapting or modifying.

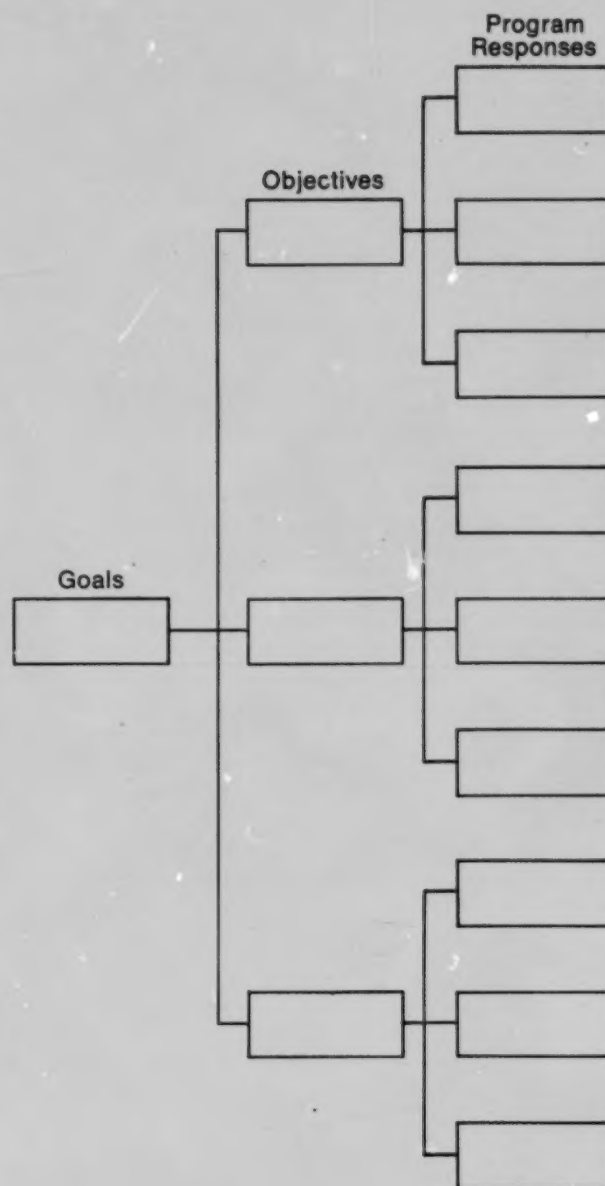
Establishing Goals and Objectives

This phase of the planning process begins to focus attention on outcomes. As activities are initiated, what will be the results in terms of improved instruction, increased positive attitudes, and other measurable outcomes?

Goals are general statements suggested by the identification of needs. Progress toward goals is realized through specific objectives which guide the activities leading to attainment of the goals. Merely having inservice programs does not automatically result in improvement.

Objectives are stated in performance terms that will describe what a participant will be able to do once the program is completed. Objectives are essential to the translation of problems into program. Every priority objective will have a program response with the development of activities and resource materials. Objectives suggest the nature of the learning activities to be used along with providing the means for evaluation. In other words, performance objectives involve goals statements determining program direction, effective ways of getting there,

and a check to determine how well the task was completed.



Designing Activities

The task of the design phase is to describe the instructional activities which will be used to attain the desired objectives. The clarity of the needs and objectives will contribute to the quality of the decisions made during this step in planning. In addition, activities are selected according to available resources and the characteristics of the participants. Early in the planning consideration should be given to the cost of the proposed activities and the knowledge base of the participants. Below

are some questions for matching activities with objectives:

1. What main objective is the activity supposed to accomplish?
2. Under what conditions does the activity actually work successfully?
3. What desirable behaviors does the total focus of activity produce?
4. What part of the activity is fixed and what can be modified to fit a particular situation?

The best means by which the objectives can be achieved are selected. Then specific methods become an extension of the desired objectives and interact with them for maximum efficiency. General categories of means include materials, organizations, and personnel.

Materials

Participants interact with relevant materials and media either individually or in groups. This approach provides opportunities for individualized study. The activity is enhanced when the materials follow a self-instructional format including guided learning experiences. Utilization of these items provides a reference base for the sharing of information and a residue of stimuli for subsequent efforts. This activity is a fine way to share ideas and build resources.

The committee for staff development needs to establish those factors which will influence the selection of support resources. The following are those which seem to be the most significant and will suggest some points for discussion. One criterion may be more important according to the school district situation. One reason for considering these criteria is to determine those which may be constraints in order to select alternatives. Frequently, constraints terminate activity. However, if the above approach is taken the goal becomes one of finding a way rather than one of finding an excuse.

CRITERIA FOR SELECTION OF AN EDUCATIONAL RESOURCE

1. Need

Does the resource appear to focus on needs? Does it address the subject area, goals, and intended users which have been identified as needing help? Does the resource consider instructional style? Does it address desired values?

2. Practicability and Availability

Does the resource appear to be practical or useful? Will it be available when needed? Is it sufficiently well documented? If auxiliary services, equipment, expertise, or training are needed to use the resource as prescribed, will it be possible to attain them?

3. Costs

Can the users afford the resource? Will the resource be used by enough staff, enough times to warrant

its purchase or rental? Can sharing arrangements reduce high costs?

4. Ease of Use

Is it reasonably easy to implement and maintain quality use of the resource? Is it likely to fit in with the organization's constraints? Is it comprehensive or supplementary? Can it be used in part? Can the resource be adapted to fit special needs or constraints?

5. Acceptability to Users

Are teachers, students, administrators, and community members likely to be opposed to this resource? Is there likely to be a self-sustaining interest in continuing the resource use?

Organizations

The responsibility for providing leadership and planning regarding an inservice objective is assigned to the standing committee for staff development. Alternatives include a college or university and the State Department of Education. An ad hoc structure may be established which would dissolve once the program time elapses. The purpose of the organization approach is usually change among the participants as well as the situation. It is most useful where concerns are value questions, awareness, and interaction.

State Department of Education

The Ohio Department of Education carries out the state's responsibility for education. State Department consultants can facilitate a systematic approach to the determination of content for inservice education. This responsibility can be achieved through the following practices:

- disseminating information about validated procedures, curriculums, and programs;
- suggesting processes for analyzing the needs of students and staff;
- providing resources which can be used to supplement content;
- bringing together school district personnel, representatives from higher education and members of professional organizations to develop a collaborative approach to inservice education;
- recognizing staff development as a critical component of school districts' education plan that will facilitate the implementation of the other components.

Personnel

Teachers are their own best resources. Consultative talent is founded on successful instructional experiences in the daily teaching-learning situation. Teacher leadership in staff development has the potential of being more productive than that offered by supervisory or administrative personnel because of the direct relationship to the classroom environ-

ment. However, consultants can help by cataloguing available resources. One suggested strategy for accomplishing this would be to distribute an inservice resource talent questionnaire (Appendix A) from the central office to all personnel. Returned forms could be compiled into a school district resource catalogue. An additional benefit would be local professionals gaining experience and competence in areas of interest. These catalogues could also be exchanged between school districts.

The categories of means are incorporated into the subsequent method and format decisions. There are a variety of activities that can be useful in attaining objectives. These include: lectures, demonstrations, observations, interviews, brainstorming, buzz sessions, group discussions, and gaming. Careful attention needs to be given to the differences in these activities. Each activity is not necessarily an inservice format in itself; a series of similar activities or a combination of different activities carefully put together can result in a program reaching specific objectives. They can also enhance the nature of the regular staff meeting.

ADVANTAGES AND DISADVANTAGES OF SELECTED INSERVICE EDUCATION FORMATS

Probably the most used as well as most misused inservice activity is the arrangement where one person speaks to an audience. *Lecture* is an excellent vehicle for providing one-way controlled input of information. It is relatively low in terms of its impact on behavior change because the learner is usually passive, the content is controlled by the speaker, and perception is limited to listening. Visual aids can improve listener comprehension.

If the objective of an inservice program is to change values and attitudes or instructional techniques, the most dynamic speaker will not complete the process of change. However, if the specific objective is to communicate knowledge with regard to beginning, sustaining, or summarizing a portion of a program, the lecture is a sound activity.

Through the basic activity of *demonstration*, participants usually see a real or simulated activity which includes procedures, materials, and techniques employed in the "real" process. Demonstrations also have a relatively low impact on behavior change. This is again due to the fact that content is controlled, the observer is generally passive, and, unless immediate follow-up activities are included, communication is most often one way. The purpose of demonstration is essentially to move beyond factual information to portray an active process being carried out. In order for this activity to be effective, the presentation must provide models of specific behavior and help answer specific questions. While this may increase clarity it can also create the most serious limitation of a demonstration

activity. Participants realize that many reasonable alternatives exist in the real world which creates a tendency for them to reject modeling behavior.

Observations provide participants with opportunities to view teaching activities in actual classroom situations. As with lectures and demonstrations, there is a relatively low impact on behavior change because of the lack of control over the content other than the selection of the time for observation. Also, there is usually little chance for communication between observers or teacher and observers. The content of the observation is not focused as it is in a demonstration, and therefore this activity is limited to rather general objectives.

Interviewing, as an inservice education format, includes two basic activities. First, the personal interview or individual conference has implications for changing behavior. Second, the group interview can be an efficient method of communicating a wide variety of ideas to a large group of participants. The individual conference is an interaction activity basic to education. Usually the objective of this activity in terms of inservice education is to exchange information with another person in order to effect changes in either one or both persons' behavior. As the principal or supervisor team with the classroom teacher to plan for meeting student needs, they offer suggestions that will improve instruction. Knowledge of resources will enable the principal or supervisor to offer specific assistance in a concrete way to the teacher who has identified a critical instructional need.

The group interview consists of a situation where one person interviews several others. This format is appropriate in problem solving meetings because it allows several resource people to respond to the same concern in a structured manner. An example of a group interview is a report on the results of a number of buzz group sessions. Each buzz group sends a reporter to be interviewed in front of all of the participants.

A nucleus of a teaching staff may want to study some instructional component in depth and expand upon the ideas presented. After classroom application of suggested tactics and extension of reinforcement activities, a teacher becomes a resource for a group interview. Joined by other resource persons who have developed in a similar manner, the panel is ready to respond to a list of questions developed by the inservice participants. Each teacher responds to the same question. This amplifies the idea that teachers are their own best resources.

Brainstorming is an inservice activity which can be used for a variety of purposes, but it has essentially one objective: to allow ideas to surface. Special care is taken to avoid criticism, analysis, and discussion of ideas.

Arrangements for brainstorming include a group leader for small groups or a recorder or an assistant leader for large groups. While two or more people can brainstorm, this activity can also be successful with groups as large as sixty or seventy provided that two or three leaders are available to receive ideas at the same time and to record them.

In *buzz sessions*, a small group activity, temporary groups are formed to discuss a specific topic. This activity is characterized by a maximum of critical interaction and a minimum of structure. There is relatively high behavior change impact because the participant is active, contributing to the content, and making immediate voiced value judgments of other peoples ideas. The intent of this activity is to focus on a specific topic in order to promote verbal interaction among participants. The buzz group activity can change a meeting from a passive session to one which is action-oriented.

Group discussion, another inservice format, usually centers on a given problem and is intended to rely on organized interaction of seven to fifteen people. The goal is to arrive at either a common decision or a clearly defined disagreement. The intent of group discussions includes sharing information and analyzing alternatives. Variations of discussions include the buzz session, the case analysis and the leaderless group.

The case analysis is a group discussion structured around a real situation. If no problems are stated, mini-cases could be presented in order to prompt perceptions of needs. Simulations also lead to an active problem-stating session.

Gaming is a technique which attempts to enable people to experience a process or feeling as they might in the actual situation. As staff work through a practice constructed on the adult level they are also acquiring skill and gathering information with regard to an instructional approach. This technique is a powerful motivational device.

Follow-up activities must be carried out if this inservice technique is to be judged a success. In other words, did the gaming device encourage exploration of the strategy? Was the participant motivated to gain more information about the process which was experienced?

SHARING INFORMATION

An organized approach to program planning for professional growth has several worthy implications for the sharing of information.

First, as target groups work together, leaders for inservice education are identified. These individuals could function at the building level, on a grade level, or within a discipline. Their role responsibilities would include:

- meeting with the target population;
- leading in process of problem definition;

- encouraging cooperative decision-making in resource selection (for example, materials and media);
- working with groups in considering means of evaluation;
- holding meetings to discuss practical use of suggested applications;
- keeping a log of planning and meeting content;
- communicating and reporting to the staff development committee.

Second, follow-up to any nucleus of interest pursuing an area of study will be application of the knowledge gained. This will occur within other target groups as these resource individuals utilize a variety of inservice formats to convey information according to the new group's needs.

Third, a staff development plan presents an opportunity to build an idea bank. This will include human and material resources which reflect the school district's needs.

Planning for Evaluation

Continuing professional growth is a goal of unquestioned worth. This may be one reason that there is practically no evaluation data on the consequences of inservice programs. Another reason is that staff development takes many different forms. In addition to the most prevalent, course work, inservice education also includes consultant services provided through school district supervisors as well as a variety of workshops and conferences. The methodological problems of evaluating the many forms of inservice education are formidable. However, the principle difficulty is that usually the outcomes to be achieved by a program of professional growth are not clearly specified initially. Therefore, measuring the achievement of criterion goals cannot be completed. Without this important first step there is no yardstick for measuring the effectiveness of the program.

Developing a plan for the evaluation of inservice education activities is approached in a very definite manner. The staff development committee needs to complete the following tasks:

- consider program goals;
- specify appropriate techniques or formats;
- describe expected results;
- approximate the degree to which results will be produced.

The most meaningful forms of staff development to evaluate are those activities designed to help teachers acquire skills directly related to changes in student learning in identified areas of the curriculum. The inservice activity is school-based close to the daily teaching-learning situation, with observation

of teachers' performance, and evaluation of their students' learning. This type of inservice is characterized by specific purposes, definite procedures to be mastered, and measurable outcomes. University course work, informative workshops and training institutes are other forms of inservice education. There is no guarantee that these types of inservice will lead to innovation in the classroom. It is assumed that teachers will find ways to use those ideas which interest them, and apply directly to their teaching situations. However, if a workshop or institute is designed to stimulate change, then the procedures used are evaluated as to whether or not the change was implemented, how it functions in the classroom, and whether or not it was maintained. There are two key criteria by which professional growth activities may be evaluated. First, does the teacher use the new procedures or curricula in the classroom? Second, does the change in teaching style or curricula produce a measurable effect on student learning?

Adequate evaluation designs are built through collaboration. The evaluator participates in program development in order that there is an understanding of the nature of the activities. This makes possible a clear specification of the planned outcomes of the inservice program. Through involvement the evaluator is stimulated to have an active interest in seeing that the activities are effective. In addition to determining the effect of skill acquisition, evaluation data is used to analyze how the new procedures became a part of teachers' existing behavior. The collaborative approach produces a sophisticated and sensitive evaluation design.

Generally, there are some major aspects of all inservice education programs that need to be considered. First, to what degree do the participants accept the activity, believe it to be beneficial, and become involved? Second, to what extent is there understanding of how and why the program has been designed and will be evaluated? Third, what is the direct effect on classroom performance? Fourth, to what extent do changes in teacher performance have a measurable effect on student learning? The evaluation is designed so that the interactions among these aspects can be studied. But most of all, evaluation designs are created which accommodate the realities of the ongoing school program.

Process Summary

Six major components have been specified in the process of establishing an environment for professional growth:

1. Formulating Policies
 - conveys commitment of the school district and the board of education;

2. Exercising Leadership
 - describes superintendent's and principal's responsibilities;
3. Identifying Needs
 - suggests a place to begin;
4. Establishing Goals and Objectives
 - determines program direction and what participants will be able to do once the program is completed;
5. Designing Activities
 - describes instructional strategies which will be used to attain the desired objectives;
6. Planning for Evaluation
 - analyzes the effect of skill acquisition.

Organizing inservice education at the individual school level is one of the most productive ways of improving instruction. Staff involvement is maximized thereby increasing commitment. Meaningful improvements occur as the inservice education relates directly to the daily teaching-learning situation with opportunities for immediate application of prescriptive instruction.

The sequence is one of moving from the identification of needs to the planning of activities to meet those needs. At the same time the realities of the school district are considered. This simple yet systematic approach is what makes inservice efforts workable, and more important, acceptable to the participants. This results in improved instruction with learning gains for students.

The Ohio Department of Education—A Support Mechanism for Inservice Education

The importance of staff development is promoted by the Ohio Department of Education. Assistance in a variety of areas is offered through the leadership, consultative, and regulatory roles of the Department. The goal is to facilitate the establishment of school district inservice programs designed to improve the quality of instruction.

A collaborative approach is promoted in order to plan successful school-based inservice activities. Staff development is too critical to be planned by only a few. As they work together, representatives from higher education institutions, teacher organizations, and school districts are offered technical and consultative assistance in planning to meet identified needs. Specifically, school districts are helped in such areas as needs assessment, program design and management, and evaluation.

A description of some of the Department resources which serve as support mechanisms for inservice education follows.

Educational Redesign and Renewal

Functioning as an inservice education center, the Division of Educational Redesign and Renewal develops human and material resources to support professional growth in every school district. Staff development activities for teachers and administrators occur mainly through Ohio's Right to Read Effort, which is located in the Division, and focus on the improvement of reading instruction.

Ongoing training activities include:

- preparing local Right to Read directors, for all school districts, to develop and implement comprehensive plans for reading improvement;
- working with reading teachers in joint vocational schools to impact on the young adult;
- meeting with the directing teachers of secondary student teachers, through the colleges and universities, to emphasize the importance of reading skills as a part of content instruction.

Recognizing the importance of the superintendent's commitment to the priority of reading skill acquisition, the Administrative Involvement in Reading (AIR) Inservice Thrust was initiated. Administrative teams are designated by superintendents to attend three program development seminars. Implementation by the teams has involved sharing of information with all building principals at the school district level.

The Division develops inservice materials to meet

teachers' instructional needs and current curriculum interests. The publications deal with teaching processes which would apply to any textbook series or print materials within a school district. A materials approach makes possible guided learning experiences for individual teachers or teacher groups. The materials are self-instructional making possible the individualization of one's professional growth activities.

Publications have addressed the following instructional priorities:

- reading K-12;
- metrication;
- energy education;
- citizenship education;
- international studies;
- written communication;
- social responsibility;
- motivation.

Orientation focusing on institutionalizing the use of inservice publications occurs through working with groups of principals, supervisors, and teachers. Guidance is provided in the implementation of diagnostic inservice.

Elementary and Secondary Education

This division evaluates schools in terms of the state's minimum standards and provides consultative services. Schools prepare written responses as to how needed improvements will be made.

Other curriculum and program management activities of the Division of Elementary and Secondary Education include working with local staffs on the development of graded courses of study; offering assistance to administrators in interpreting the minimum standards; cultivating program improvement in each of the areas of the curriculum; and assisting with procedures for opening new nonpublic schools.

The minimum standards support inservice in several ways. First, each year all schools are required to seriously study at least one significant phase of the school's institutional program and every five years carefully study and evaluate all major phases of the school's program. An abstract, submitted annually, summarizes this process and has the potential of providing program direction. Second, it is established that members of the entire staff shall have opportunities to participate in continuing and effective inservice education programs. Third, each building principal is to maintain records of teacher inservice participation. Fourth, the standards support a continuing program of orientation for

teachers new to the building during their first year. The Division of Elementary and Secondary Education assists with time management concerns within the master schedule to promote job-embedded inservice activities.

Environmental Education

The Ohio plan for environmental education emanates from the Division of Personnel, Publications, and Legal Services. Current important areas of concern include energy; environmental quality and health; food; population change; escalating consumptive trend; environmental economics; land use planning; natural resource conservation; maintenance of biological diversity and aesthetic environments; human settlements; and ecology. One constant thread of philosophy permeates all inservice activities: Knowledge is not enough for an effective environmental education program. The educational process and the learning atmosphere must be quite different from traditional educational practice. Good environmental education programs are characterized by a holistic learning approach and an interdisciplinary view of environmental themes.

A trained cadre of leaders exists in the area of energy education. The program of preparation was planned in cooperation with universities. Group discussions and brainstorming sessions have proven most meaningful. The focus is on appropriate activities that can be used by teachers. Available materials which are introduced are supportive of curriculum development.

Building contacts between people facilitates the use of locally identified resources. Knowledgeable teams expand and build other teams who address the issue of quality environmental education programs.

Federal Assistance

The various programs administered by the Division of Federal Assistance require a wide variety of inservice activities causing a need to utilize many different approaches. However, there are some common activities such as monitoring, dissemination, and inservice relating to regulations, guidelines, reports, and the mechanics of operating programs. School district representatives frequently ask for assistance in areas such as interpreting federal regulations and guidelines, meeting with the parent and community groups in explaining program purposes, assisting local staff in resolving problems, and providing technical assistance in the areas of evaluation, instructional programs, and reporting. Techniques for providing inservice vary from one-to-one consultations with local staff members to seminars to large meetings such as state-wide conferences. Following is an overview of individual section activities.

Basic Title I

Major inservice activities are devoted to local program improvement through project reviews,

presentations to parent advisory councils, and providing inservice education for project staff.

Special Programs

The Division of Federal Assistance funds the Migrant Education Center at Leipsic which has as one of its functions responsibility for conducting inservice for migrant program staff, including administrators, teachers, aides, recruiters, nurses, and transfer record clerks. Activities vary from one day workshops to three- and five-day conferences. In addition, there is an interstate component in which there is a close working relationship with Texas and Florida schools. The Adult Basic Education program contains a mandated 10 percent set-aside for staff development and special projects. Here again, a wide range of activities are conducted including activities for all levels of staff, credit and noncredit workshops, and regional cooperative projects in which any number of school districts band together in one staff development project.

Fiscal Section

Here staff work primarily with clerk-treasurers and other school business officials. School districts often ask for assistance relating to improving accounting procedures. This is one of the unique functions performed by this section.

Title IV-B

Assistance is provided primarily to school librarians and media specialists through meetings and monitoring of local projects. Much time is spent in helping school district officials in establishing efficient and accountable library systems.

In addition, one staff member is responsible for dissemination of all division activities such as *Title I in Ohio*, *Educational Opportunities*, and the *Clipboard*. Technical assistance is also provided to local staff in the preparation of their reports and publications.

While it is difficult to assess the effectiveness of inservice education programs, there are a number of indicators of success:

- an effective linkage between Ohio's migrant program and home base programs in Texas and Florida. Inservice education was totally responsible for this development;
- the majority of Title I services are devoted to improving reading skills of elementary children. This concentration of service is a direct result of inservice;
- a state-wide oral language program for migrant students includes an outstanding handbook for teachers;
- an Adult Basic Education program which provides individualized instruction through creative use of learning centers and home instruction;
- an efficient cataloging system and a new emphasis on the utilization of materials in school libraries brought about in part by Title IV-B.

These are but a few of the examples. Inservice education is an extremely important part of the work of the Division of Federal Assistance.

Food Service

In recent years the school food service program in Ohio has become the recipient of more federal funds than any other educational effort in the state. The objective of the Division of School Food Service is to help public school districts maintain a quality food service offering a least one-third of the required daily nutrition allowance at a price every child can afford.

Management and technical assistance is provided by the Division to public schools through field consultants, inservice education programs and workshops for food service personnel. These services are designed to help schools upgrade the quality and efficiency of food service operations, maintain standards established for the nutrition content of meals, civil rights compliance, and accountability.

The Division is organized to provide for expertise in the following areas of specialization: nutrition education, equipment and facility layout, record keeping, auditing, food production, purchasing, sanitation, menu planning, food service management, personnel development, public information, fiscal and reporting, and merchandising. Inservice training is arranged through workshops, conferences, meetings, on-the-job training or other appropriate means to assure all professional staff are competent to provide supervisory and technical assistance in the 13 areas of specialization to local school and food service personnel. The development of management models will assist those districts without central directors.

Periodically the Division assesses the needs for training resulting from changes in legislation or school food service technology. Major weaknesses in school food service operations as identified through consultant visitations, audits and school food service reporting are given priority in designing inservice training objectives, content and means for delivery. Inservice training may be provided by school food service state staff members, local school personnel, college and university personnel or other appropriately designated persons. Such inservice training is provided through conferences, workshops, summer workshops and seminars or visitations to school food service operations. The results of inservice training efforts are evaluated in an ongoing manner to ascertain the resulting benefits and provide feedback for priorities and direction of future inservice training activities.

Guidance and Testing

Technical assistance provided by the Division of Guidance and Testing consists of field services on a consultation and presentation basis. The major purpose of the Division's activities is directed toward the development and expansion of developmental guidance, counseling, and testing programs — kindergarten through adult.

The Division plans and conducts inservice and skill training workshops for teachers, school counselors, administrators, and parents. Major activities include:

- guidance program evaluation, review, assessment, and survey
- use of test workshops — Ohio Survey Tests; Ohio Vocational Interest Check List; and Dictionary of Occupational Titles
- elementary guidance program development
- General Aptitude Test Battery Career Development Workshops
- career guidance skill training workshops
- early identification skill training workshops

A close working relationship exists with other federal, state, and community resources, both within and outside the school setting. In cooperation with the Division of Vocational Education, 15 two-week Annual Vocational Guidance Seminars are offered in the summer. Practicing school counselors, covering the vocational aspects of guidance, participate in one of these seminars.

The Division of Guidance and Testing has also been involved in the development of career education materials and procedures. Specifically, this concerned the piloting, and coordinating of programs of career motivation (K-6), career orientation (7-8), and career exploration (9-10) in selected Ohio schools.

The planning and coordination of the Counselor Educators' Conference is the responsibility of the Division. This annual two-day conference for all counselor education personnel in the state is held in order to provide the most recent information about new developments in vocational education and vocational guidance. It also encourages the strengthening of counselor education programs with reference to the vocational aspects of guidance.

Numerous publications are developed and distributed by the Division of Guidance and Testing. Several of these resources serve as the basis for the Division's plan to improve guidance services in the state. The *Guidance Practices Inventory* assists school districts in Ohio with the identification of guidance practices highly valued by teachers and parents for their children. Teachers are also assessed in terms of their need for assistance in implementing the valued guidance practices. The Division of Guidance and Testing provides machine scoring for the teacher and parent surveys. Consultants work with local school personnel in interpreting the survey results for the purpose of developing a written program of guidance services for each school involved in the assessment, as well as for the total school district. *Guidance Services for Ohio Schools* is an 18-page publication, which describes the nine dimensions of a comprehensive guidance program, providing guidelines for developing objectives for guidance services, elementary school guidance programs, and the administration of guidance services. Included in the nine dimensions

are information service, pupil appraisal and record service, group guidance service, counseling service, consultative service, parent conference service, resource coordination service, placement service, and evaluation and planning service.

Guidance services in Ohio have expanded rapidly at the secondary school level. This expansion has been due to minimum standard requirements and financial assistance under Title V of the National Defense Education Act (NDEA). There is, however, no requirement for guidance counselors at the adult level nor at the elementary level and, until recently, there has been little or no financial assistance for guidance services at these levels.

Research has shown that a child's self-concept is molded during his early school years and that self-concept will affect educational and career development. This being true, elementary guidance becomes very important. Many adults are either unemployed or underemployed because they lack education or vocational skills. With proper guidance, these people can take advantage of the High School Equivalency Program, of the numerous adult basic education programs, of the adult vocational educational programs, or of many other educational and vocational opportunities.

Planning and Evaluation

Preservice and inservice education supported by the Division of Planning and Evaluation may be in the form of (1) technical assistance in how to develop competitive proposals for Title IV-C grants; and (2) local training programs supervised by school districts after grants have been received.

Direct assistance is provided by Division consultants through group and individual conferences and through publications such as program guidelines. Primary contact with school districts is with the superintendent and the administrative staff as they seek to become involved in the large variety of Division programs: Developmental Grants, Adaptation Grants, Teacher Grants, the Instructional Materials Exchange, and a Facilitation Center.

Although the Division does not provide specific grants for inservice education, a Developmental Grant generally includes an inservice component for teachers and other persons involved in the implementation and testing of ideas or practices of the project, which must be designed to improve student learning.

The Adaptation Grants program provides school districts with resources to implement educational practices which have been proven successful in developmental sites. This type of grant places an emphasis on appropriate inservice training for teachers and other participating staff members.

The Teacher Grant process is unique in that it is more appropriately a follow-up to a previous inservice; that is, the grant may support the class-

room implementation of an idea that comes from prior inservice in improving learning techniques.

The Instructional Materials Exchange provides proven student and teacher materials to districts without charge and operates without extensive inservice training or the use of outside consultants. However, local supervisory personnel frequently utilize the free materials to affect changes in curriculum through inservice.

The Facilitation Center provides funds to interested districts to visit projects that may be appropriate for local replication. Inservice training as it relates to implementation of that specific project, may follow.

School Finance Field Service Section

The Field Service Section of the Division of School Finance includes thirty-two area coordinators who are based in thirteen offices located strategically throughout Ohio, and, as such, serve as the program implementation team for disbursement programs for state funds to public and nonpublic schools. Originally they implemented legislation providing for school transportation of nonpublic pupils. Since that time additional legislation has been delegated to the division for administration by the coordinators such as the Auxiliary Services Program for nonpublic schools, the disadvantaged Pupil Program Funds, Driver Education Subsidy, and the Juvenile Court Subsidy. The coordinators also provide the field administrative talent for management of all other ongoing programs of the division including the Foundation Program, Bus Purchase subsidy, Pupil Transportation Routing and Scheduling, Transportation Operation subsidy, Bus Driver Training, and Field Research.

The coordinators are educational administrators who provide the distribution, consultation, collecting, and editing services necessary to local school officials in complying with state law, State Board of Education rules and regulations and Department of Education administrative procedures concerned with state education fiscal programs. These services can be provided from the coordinators field offices in an efficient decentralized businesslike approach to the management of department programs.

The coordinators, as a Field Service Section, have provided a versatile and innovative approach to the planning, programming, and implementation of legislative mandates concerned with public and nonpublic school funding.

Without the coordinators the Department of Education could not function as effectively in providing service to schools or as efficiently in managing state education fiscal matters. The Department needs the knowledge, skill, and expert understanding of school law, school finance, and school operation within the ranks of these people. All Division of School Finance programs are normally an outgrowth of legislative enactments that require a great degree

of familiarity with all facets of school management. The coordinators provide the consultative and control function needed for input to the disbursement calculations. They also provide the technical analytical skills needed for expediting output management.

Area coordinator services and responsibilities in the field management of the programs of the Division of School Finance include:

- assist in organizing and conducting inservice training program;
- provide consultation to school officials regarding statutes, standards, procedure, and reimbursement;
- edit reports to be submitted to the Division of School Finance by school officials;
- develop and revise necessary procedures, forms, and reports that will effectively guide school officials in meeting the requirements of a given program;
- assist school officials in program development;
- assist school officials in planning and policy making procedures;
- serve as a coordinator between public and private school officials and between educational and noneducational agencies;
- conduct research pertinent to the needs of the Division of School Finance, school districts, and other interested agencies;
- disseminate information regarding educational programs;
- research, organize, and draft publications regarding school program management for distribution to school officials.

Student Driver Education

Motorcycle safety, pedestrian and bicycle safety, and driver education are the three areas of highway safety in which inservice has been provided by the Division of School Finance. The target audience convened on a regional basis is all inclusive — teachers, supervisors, and administrators. Purposes for these staff development activities include: to present standards and regulations; to introduce materials; to discuss program implementation; to offer resource assistance; and to facilitate evaluation. Consultants supplement local participation. However, the most meaningful experiences have been round table discussions which have provided those in attendance the opportunity to exchange information and experiences.

Pupil Transportation

Ohio's pupil transportation system, one of the largest in the nation, continues to operate with an exemplary safety record as it provides more than half the state's student population with daily conveyance to and from school. In cooperation with a university, an annual workshop for transportation supervisors is offered. Discussion topics include: management and supervisory techniques; problem areas; safety

programs; transportation finance; routing and scheduling; public relations; federal and state school bus construction standards; and many other current and timely topics concerning pupil transportation program administration.

An annual workshop for school bus mechanics is also jointly sponsored. Program content addresses specialized training and instruction in all phases of school bus maintenance and repair. Emphasis is placed upon the importance of proper vehicle maintenance to school bus safety. The workshop also focuses upon the economics of preventative maintenance programs to reduce frequency of vehicle downtime.

Comprehensive training courses for school bus drivers, rigid school bus construction standards, regular replacement of older buses, and detailed school bus inspections by the State Highway Patrol are all procedures established by the State Board of Education.

Special Education

Ohio's Special Education Regional Resource Centers (SERRC) provide linkage between the state and the school district. These 16 centers are the delivery mechanism through which the following target areas for inservice are addressed: identification; procedural safeguards; multifactorial assessment; least restrictive alternative (program options); individual educational plans (IEP); full services (program planning); Instructional Resource Center (IRC) training; and parent services. Regional needs assessments provide the basis for the development of appropriate information and skill activities.

The evolved purpose of the SERRCs has been to assist local school districts in the development, coordination, and management of comprehensive, quality programs and services for handicapped children with unserved handicapped children as a priority. Each Center functions through a participatory management system based on a Governing Board composed of superintendents from the cooperating districts.

MAJOR COMPONENTS OF THE OHIO SPECIAL EDUCATION REGIONAL RESOURCE CENTERS

Program Planning and Development

Technical assistance is provided to school districts in achieving equal educational opportunity through coordinated resources and planned expansion of programs and services. Schools receive assistance with the use of multiple resources toward the achievement of common educational objectives.

Instructional Resources

The quality of special education programs and services is improving through a comprehensive plan for the delivery of instructional skill training. The emphasis is on diagnostic teaching and behavioral approaches. Small group meetings, workshops,

seminars, and service consultations directed at the improvement of teaching methods are initiated. Teachers are assisted with the development of instructional materials and curriculum innovations. Information is disseminated regarding continuing education opportunities, instructional technology, and special education program trends.

Teacher Training Projects

Projects are developed based upon state-wide assessment of teacher training needs. Such projects involve the active participation of university personnel, pupil support services, teachers, and children in the acquisition of new skills. While university credit is often a secondary benefit to the teacher participant, project activities are focused upon achieving desired changes in the classroom.

Vocational Education

Building on a quantitative knowledge base in the areas of facilities and equipment, a qualitative thrust has evolved systematically in the areas of curriculum design and the improvement of instruction. Future emphasis will be on student support services.

Teachers function at "the heart of instruction" as they implement curriculum. A telephone survey of 400 school personnel was conducted to determine those areas critical to the improvement of teachers in the learning environment. Thirteen areas were identified and addressed in thirteen professional booklets on each of the topics:

It Starts with the Teacher

Psychology of Learning

Understanding the Adolescent Learner

Selection and Use of Instructional Resources

Selection and Use of Teaching Strategies

Effective Lesson Plans and Assignments

Teaching Communication Skills

Relationship of Math and Science Principles to

Vocational Curricula

Classroom Climate for Effective Learning

Classroom and Laboratory Management

Techniques of School and Classroom Discipline

Evaluation of Learning

Leadership for Improved Learning

The content of these booklets consists of a theoretical overview followed by practical information and application examples on each topic. Also included is an evaluation mechanism which can be used by individuals or groups to assess their knowledge base. *The Heart of Instruction Series* are valuable resources to use in the preparation of local inservice programs on the thirteen topics. They can serve as the core around which inservice programs can be planned for all teachers.

Leadership individuals have been trained to act with the materials resources. Five conferences have serviced these participants: state staff vocational personnel and Ohio vocational teacher educators;

local vocational directors and vocational supervisors of adult education, special needs and career education; local vocational supervisors representing all vocational service areas of distributive education, agriculture, business and office education, home economics and trade and industrial education; vocational guidance counselors; and vocational education lead teachers representing all vocational service areas of distributive education, business and office education, trade and industrial education, agriculture, and home economics. These inservice conferences have prepared a cadre of local school district vocational personnel who have the knowledge and competency to provide future leadership in the improvement of instruction for all administrators, supervisors, counselors, and teachers. Ninety-six of the possible 100 vocational education planning districts have submitted inservice program plans which the local leadership cadre have developed and will implement. These proposals outline the descriptive nature of the inservice plan for strengthening the staff.

Success reports from vocational education planning districts cite the significance of the lead teacher in the local cadre. Their preparation, enthusiasm, positive attitude, and sincerity have been outstanding aspects of the program to implement *The Heart of Instruction Series*. Administrative teams have placed their confidence in lead teachers and supported their ideas and suggestions.

Selection of lead teachers is a critical decision. These teachers are those who are willing to spend time and effort to research selected topics further, to sustain program interest, and to maintain a positive attitude.

Conclusion

The Ohio Department of Education provides pertinent information to teachers, administrators, and to college and university personnel through a variety of inservice education formats. These include workshops, conferences, periodic newsletters, regional workshops, and college/university institutes. Statewide meetings are offered to address particular needs. Frequently, materials fostering curriculum up-date are introduced to appropriate school staff members.

In working toward the priority of enhancing the skills and knowledge of school personnel, the State Department of Education is prepared to do the following:

- develop inservice materials and provide assistance with their implementation;
- maintain an information system;
- offer technical and consultative assistance;
- seek financial resources to support staff development programs;
- sponsor statewide programs addressing specific needs.

Staff Development Practices and Procedures in Ohio School Districts

Changing patterns of longevity and mobility among teachers create the need for increased and expanded inservice education. Recognizing that ideas sharing and modeling are two types of inservice, a catalogue of descriptions of inservice programs carried on in Ohio's schools follows this introductory statement. The summaries have been grouped into the categories listed below. Within each area, the descriptions are arranged alphabetically by school district.

Arts	New Teacher
Administrative	Orientation
Inservice	Organizing for
Career Education	Inservice
Curriculum	Reading — Elementary
Design	Reading — K-12
Economic Education	Reading — Secondary
Guidance	Special Curriculum
Instructional	Areas
Concerns	Special Education
Kindergarten	Volunteers
Motivation	

As school district descriptions of inservice activities are reviewed, consider what research supports in terms of the characteristics of successful staff development. The following points have been summarized from the February 1977 issue of the National Council of States on Inservice Education (NCSIE) newsletter.

1. Inservice programs that are school-based have more influence on teacher attitudes than those which are college-based.
2. Self-instructional inservice materials designed for teachers to use in the school setting have proven to be effective.
3. School-based programs where teachers participate as planners and provide resources to one another are more successful in achieving their objectives than those which are conducted by college or other outside personnel without the help of teachers.

4. Staff development activities that are individualized are more likely to accomplish their objectives than those which offer the same program for all participants.
5. Professional growth programs that place the teacher in an active role constructing and generating are more likely to realize their objectives than those where the teachers are in a receptive role.
6. Inservice activities that emphasize demonstrations, supervised trials, and feedback are more likely to reach their goals than are those where teachers are asked to store up prescriptive ideas for a future time.
7. Inservice education programs which are organized in such a way that teachers can share with and help one another are more likely to achieve their objectives than are those where teachers work separately.
8. Teachers benefit more from staff development activities that are ongoing in nature and a part of the school's total program than those which occur only as isolated episodes.
9. Teacher selection of goals and related activities are more beneficial to participants compared to those programs, where goals and activities are preplanned.
10. Self-initiated and self-directed inservice activities are associated with successful achievement of program goals.

During February 1977 with a follow-up in April, Virginia L. Kunkle, Assistant Superintendent, invited all superintendents to contribute descriptions of their successful professional growth programs. A standardized format for condensing the content was included.

Appreciation is expressed to the contributors to this inservice resource.

SAMPLE - SCHOOL DISTRICT QUESTIONNAIRE

SCHOOL DISTRICT _____

AREA OF STAFF DEVELOPMENT - SKILLS, KNOWLEDGE, ATTITUDES, SCHOOL NEED
(circle one)

INSERVICE THEME _____

program description

(problem identification; program structures; staff organization; decision making; establishing objectives; planning; resources; communication; implementation; and monitoring progress)

descriptors
(content)

participants
(target audience)

program evaluation
(means)

outcomes
(follow-up)

contact
(staff member who will respond to inquiries)

School district
Name
Title
Address
Phone

SCHOOL DISTRICT Dayton City Schools

AREA OF STAFF DEVELOPMENT Development of Administrative Skills

INSERVICE THEME Leadership Training for Central Office Administration

program description

This is a series of one-day consulting service programs designed specifically for central office administrators. The selection of content is based upon informal needs assessments administered to the superintendent's cabinet, members of middle management, and many other selected staff members.

Workshop objectives were written from needs expressed by staff. Then, with the assistance of Central State University personnel, consultants were chosen to lead four-hour sessions.

A typical session consists of a presentation, a question-and-answer period, and a "hands-on" activity led by the consultant.

Participants include the superintendent, assistant superintendents, executive directors, directors, supervisors, coordinators, and a few invited guests from other districts.

Workshops are held from 1-5 p.m., one day per month.

descriptors

Ways to deal effectively with current basic problems facing school administrators in a large city school system
Opportunities for central administration to react with one another on basic school issues.

participants

Superintendent, assistant superintendents, executive directors, directors, supervisors and coordinators of the instruction department, staff development, student services, management services

program evaluation

A questionnaire designed by Central State University is administered at the end of each monthly workshop

outcomes

Improved understanding of ways to deal with administrative problems in a large city school system

contact

Dr. Violet R. Strahler
Executive Director
Curriculum Development
Dayton Board of Education
348 West First Street
Dayton, 45402
(513)461-3850, ext. 600

SCHOOL DISTRICT Diocese of Columbus

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Principals' Inservice

program description

Due to the vastness geographically of our system it became evident that a more direct means of communication was needed. An inservice model was developed by the Diocesan staff, presented to the principals, and accepted.

The model involved a series of monthly inservice meetings for both elementary and secondary principals. The principals were divided into four groups, mixed by type and geographic location. The Diocesan staff scheduled four identical meetings on the same topic each month, and therefore each of the small groups would not only receive input but also have an opportunity to meet with the Diocesan staff each month.

The general schedule, from 1-7 p.m., was: (1) a Diocesan staff member or an outside speaker, (2) business meeting, (3) opportunity to talk with individual Diocesan staff members, (4) Liturgy, (5) social, (6) dinner, and (7) closing.

Representatives from each group were chosen to act as "reactors" to the monthly meeting. Originally, they met with Diocesan staff members to go over the previous meeting, but eventually they also helped add structure, and pick topics for future meetings. Topics addressed have been: (1) peace and justice education, (2) teacher evaluation, (3) student evaluation and reporting, (4) standardized tests, (5) leadership styles, (6) teacher inservice-staff relationships, (7) learning disabilities and (8) values education and attitudes.

descriptors

Monthly principals' inservice on broad topics

participants

Elementary and secondary administrators

program evaluation

Selected principals acting as "reactors" following series of monthly meetings

outcomes

Principals have used topics as inservice for their own staff
Better communication between principals and Diocesan office staff

contact

Lucia Delewese
Elementary Coordinator
or Lou Fourman
Assistant Superintendent
197 E. Gay St.
Columbus 43215
(614) 221-5829

SCHOOL DISTRICT Indian Hill Exempted Village School District

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Principles of Management

program description

When four new administrators joined an established management team, the team believed that inservice training was essential in order for the new members to share in the management system which features: participatory management mode; management by objectives; cost center budgeting; and a decentralized emphasis.

A schedule was developed which covers meetings held with specified agenda topics. The meetings were scheduled from August through January on a bimonthly basis.

Some of the program topics covered are:

- School district organization
- Organizational structure and job descriptions
- Cost center budgeting
- Goals project
 - Curriculum design and emphasis
 - Objectives
- Appraisal of staff performance
- Management by objectives
 - Task analysis
 - Reporting system
- Management principles
- Management styles
- Ability to communicate with staff, colleagues, and superiors
- Motivation
- Authority/power
- Strategies for change
- Force field techniques
- Use of drury
- Method of projecting enrollment

The sessions were conducted by lecture, discussion, and prepared materials.

descriptors

See topics listed in program description

participants

Administrators new to the district

program evaluation

Questionnaires; reports from superiors that the administrator is functioning in line with district expectations.

outcomes

Trained personnel, able to function using district procedures with understanding and effectiveness.

contact

Mrs. Mary Grove
Principal
8401 Montgomery Rd.
Cincinnati 45236
(513)791-7921

SCHOOL DISTRICT Indian Hill Exempted Village School District

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Staff Appraisal

program description

An assessment of district needs resulted in the preparation of a planned program of staff appraisal and improvement target formation for the administrative staff.

descriptors

Appraisal orientation
Pre-observation conference
Observation
Specific recommendations from observation
Development of an improvement task from area of weakness
Characteristics of narrative summary

participants

Administrators of the school district

program evaluation

Conferences and questionnaires

outcomes

An improved appraisal system with higher staff morale and more specific staff improvement

contact

Robert E. Boston
Superintendent
Mary Grove
Principal
Indian Hill Schools
6150 Drake Road
Cincinnati 45243
(513) 561-5211

SCHOOL DISTRICT Lorain Region of the Cleveland Diocesan School System

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Operation Professional Ethics

program description

Common problems which surfaced at the regional meetings of principals indicated the need for an in-depth study of the changing attitudes of administrators and teachers toward professional standards, moral conduct, duty, and judgment. It was agreed that we can no longer take for granted this important facet of our philosophy because of a rapidly changing educational milieu, faculty turnover, moral lassitude, supermarket variety of curricular patterns, and parental pressure for accountability. Plans need to be made for reinforcement of these standards where they are found waning or for reconstruction where they are lacking.

A task force of four principals met at the Lorain Regional Education Office under the direction of the Lorain Education Consultant to begin the preliminary plans needed for a fruitful exchange of ideas. The task force agreed on terminology, timelines, and limits for the focus of the work.

During the period of time from November through May, 1976-1977, the task force and principals met in small groups to discuss proposed topics, insights, observations, assessments, and recommendations to those responsible for writing and editing the program. Questionnaires were designed to survey the principals and teachers. The task force then condensed the findings into comprehensive statements under these general headings: Confidentiality, Leadership, Professionalism and Discipline. Findings were submitted to all administrators as a proposed code of ethics for the region. It was agreed to implement the code of ethics during the 1977-78 school year.

descriptors

Identification of the major concerns around which most problems occur

Well-designed instruments to channel feedback into practical recommendations for the region
Ethical standards which identify the professional person

participants

Education Consultant and 19 principals

program evaluation

Periodic reports by the recorders and contract riders

outcomes

Written code of ethics to be used as guide in region, improvement of attitudes, professional standards and ethical principles

contact

Sister M. Andre', O.S.U.,
Education Consultant
Lorain County Regional
Education Office
2500 Elyria Avenue
Lorain 44055
(216) 244-1612

SCHOOL DISTRICT Lucas County

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME The Law, the Student, and the Schools

program description

Two local attorneys and a representative from the Ohio School Boards Association (OSBA) legal staff conducted the workshop. The areas covered were:

- Corporal punishment
- Suspension and expulsion
- Due process
- Proper way to conduct a hearing
- Search and seizure
- Civil rights

descriptors

An all-day workshop on new laws as they pertain to all school administrators

participants

Superintendent, principals, assistant principals, deans, counselors, and directors

program evaluation

End-of-session, one-page evaluation form

outcomes

A summary of the data was prepared and passed out to all who attended

contact

Thomas B. Baker
 Director of Attendance -
 Social Work
 3350 Collingwood Blvd.
 Toledo 43610
 (419) 241-3248

SCHOOL DISTRICT Richland County Public Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Administrative Workshop

program description

A committee meets annually to consider the topics of most concern to the administrators of Richland County. The county office staff, specifically, the administrative assistant and the curriculum director carries out and implements the plan developed by the committee.

The workshop is held over a two-day period in mid-August, using the afternoon and evening of the first day and the morning of the second.

The value of the workshops is evidenced by the adoption of the procedures introduced and by better understanding of the services of the county office.

descriptors

Varies from year to year depending on the wishes of a committee of administrators. Topics in the past have included evaluation, motivation of staff, legal change, activity accounting and legal updates

participants

All administrators in Richland County including superintendents, assistant superintendents, principals, assistant principals, and the administrators and consultants from the county office

program evaluation

Questionnaire on strengths and weaknesses of the program administered following the workshop; also, personal conferences

outcomes

Basically informal. One of the valuable features of the workshop is the exchange of ideas among the administrators.

contact

H. Doyle Davidson
Administrative Assistant
50 Park Ave., E.
Mansfield 44902
(419) 524-4004, ext. 244

SCHOOL DISTRICT Dayton Public Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME The Making of Animated Films for Art Teachers

program description

Because of the complex nature of filmmaking equipment, teachers must acquire skills in operating the camera, editor, splicer, and projector. Before students are involved in making animated films, the teachers are involved in making a film themselves.

This six-hour program is held on Saturday, and participating teachers are paid stipends. It is a prerequisite for borrowing the filmmaking equipment.

descriptors

Exploration of ways to motivate students for the creation of a story board for animated films
How to set up equipment and instruct students in the operation of filmmaking equipment

participants

Art teachers

program evaluation

The viewing of the edited films and participation in the annual film festival which coincides with the annual student art exhibit

outcomes

Students will have the opportunity to create animated films which are so much a part of the visual arts world

contact

Armand Martino
Supervisor of Art
348 West First Street
Dayton 45402
(513) 461-3850, ext. 651

SCHOOL DISTRICT Medina County Board of Education

AREA OF STAFF DEVELOPMENT Skills, Attitudes

INSERVICE THEME Bandorama - Salute to Sousa

program description

A committee of band instructors from all seven school districts in Medina County was formed. The committee selected a theme and appropriate music for a bandorama. Marching charts were given to individual band directors to be used for individual band rehearsals prior to the pre-festival rehearsal.

Students practiced at their own buildings and one pre-festival rehearsal was held. The public was invited to the festival on Saturday, October 2, 1976.

Students learned the importance of cooperation, and the necessity for practice and rehearsal as well as band skills.

descriptors

Marching skills
Playing skills
Importance of cooperation for complex festival

participants.

Teachers and students from seven high school instrumental music departments; members and director of University of Akron Band

program evaluation

Conference with teachers

outcomes

Public relations, participants learned to work together for one common goal

contact

Robert Hofstetter, Music Consultant
Medina County Board of Education
144 N. Broadway St. Box H
Medina 44256
(216) 723-3641, ext. 2257

SCHOOL DISTRICT Medina County Board of Education

AREA OF STAFF DEVELOPMENT Skills, Attitudes

INSERVICE THEME Choir Festival

program description

A meeting of choral instructors from the four county high schools resulted in the selection of a theme and the appropriate music for the festival.

The individual choirs rehearsed their music before the festival date. The day of the festival was spent with sectional and massed choir rehearsal for the evening program.

The evening program consisted of performances by the individual choirs including the University Choir. The program was highlighted by the performance of the Festival Choir.

descriptors

Vocalization
Blend of voices
Importance of cooperation for complex choral festival

participants

Students from the four county high schools and vocal instructors from the schools; members and director of the Bowling Green Collegiate Choir

program evaluation

Conferences with teachers

outcomes

Public relations; participants learned importance of working together for one common goal

contact

Robert Hofstetter, Music
Consultant
Medina County Board of Education
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Medina 44256
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SCHOOL DISTRICT Dayton Public Schools

AREA OF STAFF DEVELOPMENT Communication and Self Development Skills

INSERVICE THEME Motivation and Personal Development Program for Career
Development Staff

program description

Program evaluation at our weekly staff meetings suggested that we need to motivate our teachers/leaders at the career schools in the areas of communication and self-development. Skill and cognitive development continues to be an important area of concern, but our needs assessments point to confirmation of teacher attitudes and personal development.

Ray Monsalvatge was engaged to address our teacher group. Staff meetings with Ray Monsalvatge were held to discuss methods and workshop agenda.

Evaluation plans are currently being designed and if this inservice session receives a positive evaluation, we will continue this type of inservice in the pre-school program for career teachers in August.

descriptors

Basic principles of communication, confirmation of career development practices
Motivating techniques

participants

Career Development teachers,
coordinators in program
schools

program evaluation

Evaluation instruments to be
used on day of inservice with
staff

Evaluative instruments to be
used with presenter

outcomes

Improved communication, motivation of career development
staff

contact

Robert Rammes
Project Director
Career Development
348 West First St.
Dayton 45402
(513) 461-3850, ext. 591

SCHOOL DISTRICT Howland Local Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Career Education

program description

Collectively our staff was doing many things that could be classified as career education, but there was no organized program for the district. This workshop was needed to make the staff aware of career education opportunities within the existing instructional program. A committee of counselors, teachers, and administrators worked out the need and recommended the workshop on career education.

A pre-workshop survey was taken to determine what needs had to be met during the inservice.

descriptors

What is career education
How every teacher can be
involved in career education
Practical ideas for the
classroom teacher

participants

All teachers K-12

program evaluation

A teacher questionnaire

outcomes

A second workshop was planned
to involve the teachers and
community but it had to be
cancelled because of a change
in calendar

contact

Robert A. Raidel
Administrative Assistant in
Charge of Instruction
8200 South St., S.E.
Warren 44484
(216) 856-5971, ext. 121

SCHOOL DISTRICT Huron County Department of Education

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Career Education

program description

The county staff responsible for total county teacher workshop identified a concern in teacher awareness of essential skills required in the world of work. After a keynote address by Dr. Merle Guthrie from Bowling Green State University on the importance of teaching career education, teachers from the four local districts were bused to a local industry. Representatives from each industry discussed what they viewed as the strengths and weaknesses of education in preparing students for the world of work. Teachers were informed of the total scope of each industry.

In the afternoon, secondary teachers visited another industry while elementary teachers toured the local vocational school. This was the first time that most elementary teachers received this opportunity.

*Most elementary teachers could not serve as resources for the JVS since they knew very little about it.

descriptors

Concern that many teachers were directing their instruction to the college-bound when an average of only 20% of graduates sought higher education

Many teachers could not relate to the world of work because they were college oriented *

participants

All elementary, secondary and administrative staff of the four local districts in Huron County

program evaluation

Evaluation sheet was distributed following the day's activities. Teachers were asked to complete a checklist and short-answer questions

outcomes

More concern with career orientation in lessons and more empathy with the non college-bound student

contact

David A. Sommers
Director of Curriculum and Instruction
P.O. Box 29
Norwalk 44857
(419) 668-1658

SCHOOL DISTRICT Lucas County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Career Awareness Seminar

program description

Requests from visually impaired students and their school counselors for information on career opportunities led to planning of the Career Awareness Seminar. Students were looking for help in planning realistic goals. Counselors wanted information so they would be better prepared to provide guidance to these students. It was later decided to invite interested parents.

The format of the seminar is twofold. The first portion is for the total audience. During this time persons with varying degrees of vision handicaps and from various occupations speak to the group about their occupations, experiences, and training. The second portion of the seminar allows time for questions and answers, primarily from the students. Counselors are given a separate presentation at this time by a rehabilitation-vocational counselor from a local agency who is also available to answer students' questions.

Speakers are generally chosen from the area with the help of local agencies. County staff is trained prior to the seminar in assisting speakers and students in unfamiliar surroundings.

descriptors

Visually impaired persons speak to the audience about career opportunities, necessary training, and experiences
Questions and answer period
Presentation to counselors (and parents) by rehabilitation-vocation counselor

participants

Junior high and high school visually impaired students; school counselors; parents

program evaluation

Oral and written comments
Evaluation forms utilized and filed

outcomes

Requests that the seminar be an annual event
File of occupations and local contact people was established, added to annually; and can be utilized throughout the year for individual requests

contact

Eileen Luther
Teacher of Visually Impaired
Lucas County Schools
3350 Collingwood Blvd.
Toledo 43610
(419) 241-3248

SCHOOL DISTRICT Trimble Local Schools

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Career Education

program description

An advisory committee was formed for the career development program. The purpose was to assess needs, design program procedure and objectives, and provide evaluation and planning. The committee consisted of students, parents, teachers, guidance and counseling personnel and community business people.

Following an assessment of needs, a one-day workshop was designed for teachers and administrators in October. Participants were given a number of hand-outs and an opportunity to view available materials following the presentations.

Post-workshop activities have included frequent small group and one-on-one discussion periods with teachers, administrators and the career development coordinator. Three teacher "working-committees" have been established at different levels to provide continuing inservice, planning and evaluation. An administrators workshop is planned for the end of March. Key teachers at each level are being provided opportunities to visit established programs in other schools and see experienced teachers in action.

descriptors

General program objectives and evaluation procedures
Program outline based on identification of needs and possible alternate steps

participants

All staff and administration have been involved together and periodically in small groups. A total of 20 teachers (5 to 8 at each of 3 levels) make up committees to provide continued teacher input in planning and evaluation

program evaluation

Activity evaluation sheets are completed for each career-oriented activity. Periodic questionnaire to students and teachers will be used. Follow-up needs assessment is planned for the coming fall.

outcomes

A program guide with objectives and long-range goals has been developed. The response in career development classroom activities has increased greatly. Many materials for classroom use have been purchased and are in regular use.

contact

Thomas J. Vitchner, Principal
Roger Combs, Career Development Coordinator
Route 1
Glouster, 45732
(614) 767-2810

SCHOOL DISTRICT Bellefontaine City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Development

program description

The Bellefontaine City Schools has decided that a course of study needs to be written for grades K-12 in all areas. This was decided from input received from community leaders, teachers, administrators, and board of education members.

Representatives from the State Department met with the curriculum councils early in the fall to help plan a strategy. Many of the same representatives returned in the spring to assist in writing a course of study.

Those areas being studied are: social studies, language arts, math, science, health, art, physical education, and music.

The first task was to write a philosophy for each subject. The next step was to write the goals of the subject.

After the philosophy and goals were written, small groups (elementary, middle school and high school) wrote the objectives for a particular grade level or a particular course. After the objectives are completed, additional input sheets are sent around asking suggestions on how to accomplish the objectives. These suggestions will be included in a package.

An interesting part of our social studies course of study is that we are going to write some of our own materials for special units that we want in each grade.

The special units are:

- Kindergarten - Self-Family
- Grade 1 - Community Geography-Community Helpers
- Grade 2 - County History (Logan)
Community Government
- Grade 3 - County Geography-County Government
- Grade 4 - State Geography-State History
- Grade 5 - Ohio Government
- Grade 6 - Mini Trips in Ohio

We are still working on many of the courses of study and plan to have them finished during the 1977-78 school year.

descriptors

Basic curriculum planning

participants

Teachers involved in the areas being studied

program evaluation

The guides will be continually evaluated by the teachers using a particular guide and by a curriculum council composed of parents, students and teachers

outcomes

A curricular guide will be published and meetings will be held to explain its use

contact

Raj Chopra
Superintendent
Bellefontaine City Schools
820 Ludlow Rd.
Bellefontaine 43311
(513) 593-9060

SCHOOL DISTRICT Berea City School District

AREAS OF STAFF DEVELOPMENT Skills, Knowledge, Attitudes, and School Need

INSERVICE THEME Curriculum Development and Improvement

program description

Curriculum Review is a systematic process to assess and redesign all curriculum areas, K-12, over a five-year period in order to achieve increased student learning. The focus of this project is upon four major goals: 1) to determine and describe what is happening in the studied areas; 2) to determine and describe what ought to be happening; 3) to identify the gaps which might exist between the above; and 4) to use the preceding data plus information from research, readings, and staff and external consultants to develop three "products."

K-6 scope and sequence patterns.
Systematic implementation and monitoring procedures.
Short- and long-range staff development opportunities.

Staff members have been released for one year. During 1976-77 mathematics and written communication have been reviewed by teams of four teachers each, representing primary, intermediate, junior high, and senior high schools. Equally important is the regular process of communication and interaction with staff. Study groups were formed and nearly 200 teachers and administrators have opportunity to react to early drafts.

Another facet is the comprehensive monitoring procedure for the implementation and use of the K-12 scope and sequence patterns. Item-analysis has been conducted on our standardized tests, relating the test items to the scope and sequence. Future plans involve the development of a system-wide series of criterion-referenced tests and informal classroom tools.

Staff development activities are also planned. These range from information about the scope and sequence, management systems, and basic resources, to topics such as metrics, computer, consumer education, content writing, the role of grammar, and so forth.

Curriculum review is a coordinated effort to redesign curriculum in order to achieve improved student achievement. The design is based upon system-wide K-12 scope and sequence patterns which defines "what" is to be taught. These will enter the classroom through implementation meetings, monitoring procedures and assistance through staff development.

descriptors

A systematic process for curriculum review
Implementation of needs assessment
Use of consultants; resources
Scope-sequence patterns
Monitoring; evaluation; staff development

participants

Focus on all elementary teachers; secondary math and English
Involvement of all content area teachers

program evaluation

A four-year plan of formal and informal procedures

outcomes

Needs assessment data
Consultants for staff development
K-12 scope-sequence patterns in math and written communications
Comprehensive monitoring plans
Long-range staff development activities
A process for change

contact

James W. Langer
Director of Supervision
390 Fair Street
Berea 44017
(216) 243-6000

SCHOOL DISTRICT Boardman

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design

program description

An assessment of language arts needs resulted in the language arts teachers of our two middle schools writing the first phase of a language arts continuum. The supervisor of reading and language arts applied for a research and development grant to provide funds for a summer workshop.

A time frame from April to June was established for input by all middle school language arts teachers, examination of model guides, and collection of resource materials.

During the one-week workshop in June 1976, middle school teachers arrived at a scope and sequence of skills for the middle school. Staff members cross-checked with other grade levels to preclude any gaps or omissions in the content of skills. Following this summer workshop, a language arts course guide was published. All teachers received a copy at the beginning of the 1976-77 school year.

descriptors

Basic principles of course
goals in language arts
Reading - English - Spelling
Writing

participants

Language arts teachers of two
middle schools; supervisor of
reading and language arts

program evaluation

Staff meetings regarding pro-
gress in meeting objectives
1976-77 to be a trial year
before refining guide

outcomes

A curricular guide was pub-
lished and meetings held to
explain its use

contact

Frances Nace
Supervisor, Reading and
Language Arts
7410 Market Street
Boardman 44512
(216) 758-2811

SCHOOL DISTRICT Brown Local

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design

program description

We are reviewing and updating all textbooks and instructional materials on a five-year cycle.

It was decided to review pupils' handwriting books, teachers' manuals and aids. Some teachers used the books while others did not. We decided to see if other books on the market were better than what we were using and if our instructional program would be improved by using the same materials in all grades.

The study continued throughout most of the 1975-76 school year with the committee evaluating materials based upon the criteria it had established.

descriptors

Basic principles of planning involving all teachers
Study of all available handwriting materials

participants

One teacher from each grade level was directly involved and shared the findings with the balance of the staff

program evaluation

The committee spent about 100 hours as a whole, in individual study, and in writing its recommendation

outcomes

It was decided that all grade levels would use the Zaner-Bloser writing series and allied teacher aids. We are currently assessing the use of the series to determine whether our writing instruction is improved

contact

R. L. Aldinger
Principal
Malvern 44644
(216) 863-1355

SCHOOL DISTRICT Canton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design

program description

A committee of elementary physical education resource staff, reading consultants, and the director of instructional media, chaired by the director of elementary education, assessed the possible implementation of a developmental primary physical education program.

In order to do this in all 22 elementary school primary units, it was decided to teach the lessons on our own instructional TV network.

Implementation:

- A. Two health and physical education resource teachers spent one day per week making tapes to cover the primary lessons in grades 1, 2, and 3.
- B. One teacher inservice broadcast to staff to initiate the program.
- C. Primary health and physical education lessons to be broadcast several times per day, 5 days per week.
- D. Teacher lesson sheets to be prepared for each lesson and distributed prior to broadcast.
- E. Teacher inservice preview of TV lessons each morning at 8:15 a.m. (School does not start until 9:00 a.m.)

Time Frame:

September: start with first inservice.
 September: start daily TV lessons.
 January: survey of primary teachers about use of lessons and suggestions.
 February: TV staff inservice to respond to survey.
 Sept.-May: continue daily TV lessons.
 May: second staff survey, program evaluation

descriptors

Continuous developmental primary health and physical education televised instruction.

To include gym activities and playground activities as well as classroom activities.

Demonstrations with and without student participation. Recording to be done on location and in studio settings.

participants

All primary teachers in the 22 elementary buildings

program evaluation

January survey of teachers
 May survey of teachers
 Reports by health and physical education resource staff
 Survey teacher inservice TV
 discussions of survey results

outcomes

The development of a continuous developmental primary health and education resource.
 The development of written teacher guides for TV lessons.

contact

Dale L. Carman, Director
 Dept. of Instructional Media
 Canton City Schools
 800 Market Avenue, N.
 Canton 44702
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SCHOOL DISTRICT Cleveland Diocesan School System

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Kindergarten Inservice

program description

A kindergarten commission for the Cleveland Diocesan Schools assesses the needs of the kindergarten teachers through a questionnaire.

The committee, under the direction of the kindergarten coordinator, then arranges inservice workshops for the year. Some workshops were all day and some half day according to the needs of the teachers.

Two workshops per semester were established on recommendations of early childhood specialists.

August 25, 1976 - 9:30 a.m. - 2:30 p.m.

Art Activities Workshop and Presentation of New Kindergarten Guide

Participants were involved in making arts and crafts projects that could be used during the school year. Preliminary Kindergarten Guide was distributed and highlights were pointed out. Art projects and teacher-made learning devices were displayed.

October 8, 1976 - 9:30 a.m. - 3:30 p.m.

Games Children Play and Learn From Workshop

Judith Noble of the University of Akron conducted the workshop. In the afternoon session, teachers constructed games under the direction of Dr. Noble.

February 16, 1977 - 1:30p.m. - 3:30 p.m.

Experiencing Music Workshop

This workshop provided a variety of musical experiences, such as singing, pitch and rhythmic perception, movement, performance and creative dramatics.

April 21, 1977 - 9:30 a.m. - 2:30 p.m.

Early Childhood Religion Workshop

This program was designed to provide a variety of experiences and ideas to teach religion.

descriptors

(See program description)

participants

All kindergarten teachers

program evaluation

Periodically administered questionnaires and evaluation of each workshop

outcomes

Teachers were more effective and knowledgeable in curricular areas

contact

Sister Angela Marie, O.S.U.
Regional Superintendent
Catholic Center
1031 Superior Avenue
Cleveland 44114
(216) 696-6525, ext. 381

SCHOOL DISTRICT Cleveland Diocesan School System

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Kindergarten Guide

program description

Diocesan schools have been opening new kindergartens for the past few years. Kindergarten teachers urgently needed a curriculum guide for increasing their competence in early childhood education.

descriptors

Brief statement of the philosophy and goals of Catholic preschool education
Specific objectives in cognitive, affective, psychomotor domains to enhance children's likelihood of success in later learning experiences
Sequences of appropriate activities for attaining these objectives (including techniques for diagnosing individual children's needs; materials, equipment, and arrangements for implementing activities; instruments and procedures for appraising children's progress)

participants

Four writers prepared the preliminary version of the guide.

program evaluation

The preliminary version of the guide was completed prior to the opening of school in September, 1976.

The field testing phase continued throughout 1976-77 as kindergarten teachers participated in inservice, used the guide, and recorded suggestions for additions, deletions, and other revisions.

outcome

The revision activities were scheduled for the two weeks immediately following the close of school in June, 1977. The four writers were assisted by local experts. Copies of the revised guide were printed, bound, and ready for the teachers at the opening of school in the fall of 1977.

The dissemination of the Kinder-garten Teacher's Guide throughout the Diocese was scheduled for September, 1977. This phase of the project is expected to continue for some time.

contact

Sister Angela Marie, O.S.U.
Regional Superintendent
Catholic Center
1031 Superior Avenue
Cleveland 44114
(216) 696-6525, ext. 381

SCHOOL DISTRICT Columbiana County Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Sixth-Grade Math

program description

After developing a guide, sixth-grade math teachers wanted to see if it was possible to measure the math skills and needs of sixth graders.

Meetings were held from November to April and consensus was the manipulative skills should be evaluated.

During this time, a test was developed on the skills each teacher felt were necessary. A method of item analysis was developed. It was projected that 75% of pupils should be able to do the test.

descriptors

Concepts of adding, subtracting, multiplying and dividing were stressed. Manipulative skills in these areas with emphasis on up to three column addition with six numbers, subtract with borrowing in six digits; multiplying by three digits; division by two digit divisor; simple fractions to add, subtract, multiply and divide

participants

All six-grade pupils. All sixth-grade math teachers advise and supervise

program evaluation

Percentages developed by the teachers as to projected outcomes by pupils were recorded. Item analysis on each problem.

outcomes

Areas of proficiency revealed fifth-grade strengths and related seventh-grade weaknesses

contact

Peter F. Marra
126 East Chestnut St.
Lisbon 44432
(216) 424-7781

SCHOOL DISTRICT Dayton City Schools

AREA OF STAFF DEVELOPMENT Curriculum Development

INSERVICE THEME Curriculum Development and Selection of Curriculum Materials
for City-wide Use

program description

Several years ago a chronological listing was made of the 65 subject areas taught in Dayton Schools, date of the most recent curriculum study or textbook adoptions in the areas, and current revision plans for each area.

The listing is revised annually in September and an analysis is made by the executive director for curriculum development who recommends the areas or subjects most urgently in need of revision. The assistant superintendent of instruction, recognizing budget limitations, makes final decision on the areas to be studied during the year. Amounts are budgeted to cover the cost of study materials.

If the Board approves recommendations for the budget items, the executive director for curriculum development proceeds with processes for study.

Teachers may volunteer for membership on committees.

In cooperation with the Dayton Education Association, the executive director for curriculum development and the appropriate supervisors select committees of 6 to 10 teachers who spend a designated number of days in study and examination of materials, using criteria developed by the committee. All new materials presented by publishing companies are rated. Actual amount of time used by the committee depends upon extent of the study and outcomes expected.

Committee members, under direction of the appropriate supervisor, recommend programs and materials appropriate for students in the area studied. This recommendation is passed along to the assistant superintendent of instruction, who, in turn, makes the recommendation to the superintendent and then the Board of Education for the materials.

descriptors

Development of curriculum and selection of curriculum materials
Staff development through curriculum development

participants

Teachers in subject areas studied

program evaluation

Questionnaire indicating satisfaction of staff for whom program is designed and materials are selected

outcomes

New programs and new curriculum materials for city-wide use
Development of staff skills for development and use of curriculum programs

contact

Violet R. Strahler
Executive Director
Curriculum Development
Dayton Public Schools
348 West First St.
Dayton 45402
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SCHOOL DISTRICT Dayton Public Schools

AREA OF STAFF DEVELOPMENT School Needs in Language Arts

INSERVICE THEME Development of Language Arts Curriculum Goals in High School

program description

A committee composed of language arts department heads (one from each high school in the school system) met periodically from October through June over a three-year period. During this time a philosophy along with general goals and objectives of the high school language arts program was developed.

Plans now are being made to complete this study and have an exchange of ideas among teachers starting with a presentation of the material produced by the committee.

The final report (incorporating ideas made at the exchange) will be available to all English teachers in the district.

A total of four years will be required for this staff development program.

descriptors

Developing a basic language arts philosophy for our school system

Developing language arts staff through curriculum development

participants

Language arts department heads of all Dayton high schools, administrators, supervisors, and teachers

program evaluation

This is an on-going evaluation to be completed when the project is over.

outcomes

The program will result in a curriculum guide for all English teachers.

contact

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Secondary Language Arts
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SCHOOL DISTRICT Delaware City Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Curriculum

program description

In order to provide a forum for teachers to express common concerns as well as share expertise grade level meetings were started. It was felt that such meetings would also provide a channel for a flow of information from teachers to administration, facilitating the quick identification and solution of problems that were concerning teachers.

At least four times during the school year all teachers in a particular grade level from kindergarten through the fifth grade meet together to discuss grade level concerns.

Each meeting has a pre-established focus for discussion but time is allowed for participants to bring up and present any area of concern.

The meetings are co-chaired by an administrator and a teacher member.

Subjects for the meetings generally grow out of needs that building principals throughout the system have seen, though occasionally teachers have selected the topic.

descriptors

Grade level meetings
Teacher input
Curriculum inservice

participants

Administrators
Elementary teachers

program evaluation

Informal discussion by grade
level groups and by
administrators

outcomes

The sharing of knowledge and
teaching skills

A quicker identification and
resolution of teacher concerns

contact

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SCHOOL DISTRICT Diocese of Columbus
AREA OF STAFF DEVELOPMENT School Need
INSERVICE THEME Curriculum Council

program description

A need for articulation between teachers at various levels and among various curriculum areas was assessed by the Department of Education staff. Key teachers, administrators, and parents were identified at the various levels and in all curriculum areas by principals, school board, Department of Education staff, and parents. From this list of recommendations the Curriculum Council was formed.

One of the primary functions of the group is to assist the Diocesan staff in matters pertaining to curriculum in particular and education in general. The core group for any curriculum committee comes from the council. The council assists by organizing and conducting new teachers inservice, specific curriculum area inservice, and updating the group itself by having speakers at council meetings.

The formation and functioning of the Council has been a success. This is evidenced by better articulation and inservice workshops which have been well accepted.

descriptors

A group of key teachers, administrators, and parents assist in inservice for all teachers

participants

Key veteran teachers, administrators, and parents

program evaluation

A constitution has been developed which includes the formation of an evaluation committee

outcomes

The group has become instrumental in suggesting types of teacher inservice and topics for principal inservice

contact

Lucia Delewese
Elementary Coordinator
or Sr. Colleen Gallagher
Elementary Coordinator
197 E. Gay St.
Columbus 43215
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SCHOOL DISTRICT Diocese of Columbus

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Science Inservice

program description

The Science Committee, composed of teachers, had selected new programs for adoption. From a survey sent out earlier by the elementary coordinator, the committee was aware that schools were at various stages in their ability to select science programs. The committee, therefore, developed the following scheme for selection by school staffs:

1. The school staff could study the programs and handouts from the committee and make the selection on their own.
2. A science committee member could help a staff in making its selection.
3. The elementary coordinator would conduct a staff meeting upon the request of a school and explain the various programs.

If a staff wished to use option 1, 2, or 3, the selection was to be complete and reported to the school office by mid-December. Those who wished more indepth inservice before making a selection could attend a workshop in January. This workshop was conducted by the Science Committee.

General recommendations were given by the elementary coordinator at the workshop, and then participants were free to schedule their own time by visiting activity centers operated by committee members or by visiting displays by company representatives.

Feedback emphasized how staffs appreciated various inservice options, and the freedom to select the one that best fits their situation.

descriptors

Inservice options for teachers on a curriculum adoption

participants

Teachers of science K-8

program evaluation

Feedback to committee from participants

outcomes

Other curriculum areas will have various options in the future

contact

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SCHOOL DISTRICT Edgewood Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design

program description

Through an intra-district survey, the staff of Edgewood Local Schools determined a need to update our Math and Science curriculums.

Having identified these as priorital areas for revision, the next step was to select committee representatives for each curricular area. Along with the formation of working committees, assessment of strengths and weaknesses of current programs were made, many instructional implications were defined, research was gathered and model guides were reviewed.

A curriculum time-line was determined to begin in October and would continue through March. During this time, K-12 committee members met to discuss current programs and the implied instructional techniques that were strong. The interaction among the staff resulted in the identification of concepts that should become a part of the identified program and the content that would be necessary for development of concepts.

Having identified the concepts and content, further analysis resulted in denoting student objectives, correlating resources, and developing diagnostic and evaluation instruments for student assessment.

Before preparing the final draft, the total K-12 committee critiqued the depth of content at each grade level and shared ideas on instructional strategies that would promote program.

descriptors

Identification of instructional concepts and a thorough development of content that would allow for a wide range of student abilities and needs

Identification of a wide range of student activities that would promote student participation and build toward development of program concepts

Identification and acquisition of resources needed and/or available to promote program development

Development of diagnostic and evaluation instruments aimed at identified individual student needs

participants

Representatives from each of the six buildings in the district and at least one teacher per level in both Science and Math, all administration and elementary and secondary consultants in curriculum

program evaluation

Periodic grade level meetings with committee representatives taking the leadership role in bringing total staff up to date on progress and soliciting input from total staff on program needs

CURRICULUM DESIGN

outcomes

Curriculum guides were completed, final draft was prepared and will be distributed to teachers in September, along with in-service sessions designed to promote utilization

contact

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SCHOOL DISTRICT EHOVE Joint Vocational School

AREA OF STAFF DEVELOPMENT Skills, Knowledge, Attitudes, School Need

INSERVICE THEME Curriculum Design, Teacher Self-Improvement

program description

Six years ago, the teachers association and the board of education negotiated a summer inservice program for teachers. Each year \$3500.00 is provided by the Board for 500 hours at \$7.00 per hour. Usually the ten slots are taken by ten teachers who are each paid \$350.00 for 50 hours work. Sometimes a slot is divided so that two teachers will work 25 hours each. A number of different combinations of numbers of teachers using the ten slots has been used over the years of the project.

The time allowed for using the hours is from the end of the school year until the beginning of the next school year.

Each year in March, applications for participation are distributed to all teachers. They must within a few weeks hand in the application which briefly tells their reasons for wanting to participate. The applications are screened by three members of the administrative staff and the slots are awarded on the following criteria:

- A. How recently (if ever) the applicant was a participant.
- B. The need for curriculum work in a given program.
- C. The need for professional growth on the part of the teacher.
- D. The need to preview and evaluate commercially made materials or construct new materials for a program.

Once accepted as a participant, the teacher meets with the summer inservice director to specify more exactly what they intend to accomplish and this is put in writing.

At the completion of the work which can be done at school or home or both, the teacher hands in a report of what was accomplished plus shows the director any materials or written work that was created.

When the above has been done to the satisfaction of the director, he prepares a time sheet for the clerk of the board of education and the teacher is paid in the next pay period.

descriptors

Program improvement by
rewriting the curriculum
Writing the curriculum for a
new program
Searching for new materials
to update a program
Production of new materials

participants

All teachers are eligible
with preference given to
teachers who have never or
not recently participated

program evaluation

Each year a composite of the
teacher's final reports is
made along with the director's
summary of what was accom-
plished and how well the
participants did what they
said they were going to do.
This report is given to the
administration, the board of
education and the teachers'
association.

outcome

Varies each year; considered
by all parties to be a very
successful model

contact

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Media
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SCHOOL DISTRICT Elyria City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design and Implementation

program description

A district-wide elementary math committee outlined a sequence of objectives for the strands of addition, subtraction, multiplication, division, fractions, decimals, measurement and geometry. Conducting a thorough comparative analysis of existing math curricula from the other school systems, research institutes and publishers, the committee decided to design its own sequence. In addition, posttests and student progress cards were developed. Resources for development included a university consultant, visits to three school districts, and professional readings.

The results of the study were appropriate for a large segment of the staff. However, during the first year of implementation a core of teachers wanted to take the premise of teaching by objectives to a higher level of operation by identifying individual student strengths and weaknesses prior to instruction in a strand. This core became a pilot staff to develop placement tests by strands and to design team teaching strategies. The project has evolved to include cross-grade grouping, enrichment phases of the curriculum and advanced placement. The pilot program has since been extended to other classrooms and grade levels.

The effectiveness of both the district-wide committee and the pilot staff was greatly enhanced by paid summer committee work in addition to voluntary school year service.

descriptors

Identification of a scope and sequence of math objectives
Identification of individual student progress within the scope and sequence
Varied procedures for instructional groupings

participants

District-wide committee representing 16 schools
Pilot committee representing four schools

program evaluation

Questionnaires, staff meetings and specific correlation of local objectives to standardized achievement test items

outcomes

Development of a well-designed basic curriculum and a more advanced level of operation which can be expanded as schools identify a readiness

contact

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Elyria 44035
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SCHOOL DISTRICT Frontier Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Development

program description

A need for the identification and listing of the English-language arts skills in grades K-12 was seen by the teachers. During the school year, teachers met by grade levels at the various schools on a rotating basis in each of the three elementary schools. The host school teacher chaired the meeting in his room and a recorder took notes. Teachers from the high school met with the grades 7 and 8 teachers.

As the year progressed, the work done in the grade level meetings was reviewed and refined by the teachers. By the end of the year, a sequential grade level listing of the English-language arts skills was completed. In booklet form, the listing was distributed to all the teachers in grades K-8.

Other outcomes of the grade level meetings in the different buildings were an exchange of ideas, the discussion of teaching methodology, and the written recommendation to the administration concerning ways to improve instructional support at the various grade levels.

descriptors

Principles of curriculum planning and implementation; review of various English-language arts methodology

participants

All English-language arts teachers

program evaluation

Teacher usage

Use of the list in the development of the county course of study

outcomes

English-language arts curricular guide was developed and distributed to all teachers in K-8.

contact

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SCHOOL DISTRICT Henry County School District

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Computer Orientation and Myth Dissolution

program description

A committee of mathematics teachers expressed a need for computer literacy among their students. This conforms to the position paper of the National Council of Supervisors of Mathematics which lists computer literacy in the ten most important skill areas that students will need to face in a "world of change".

A teacher mini-grant was used to purchase an \$1,800 portable computer. A unit is being developed which begins with an understanding of flow charts and culminates in the actual design and "running" of simple mathematical programs. The computer will be rotated among the schools.

The addition of this unit reflects a student and school need and also enables our county to embark on a cooperative project. We hope to develop a computer literacy among our students as well as stimulate a spirit of cooperation and friendly competition among our schools.

descriptors

Alternative mathematics programs
Cooperative program development
and implementation

participants

8th- and 9th-grade students and
advanced senior math students
in the three school districts

program evaluation

Log of programs successfully
"run" by students
Unit tests to determine understanding of flow charts and programming
Attitude survey (pre & post)
developed to determine if students have realistic expectations of computer use in society

outcomes

A curriculum guide is being
developed

contact

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CURRICULUM DESIGN

SCHOOL DISTRICT Henry County Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design

program description

From a curriculum needs assessment, a county school committee identified health education as a major concern. (K-12), Health was being taught when "time permitted" and on an unorganizational basis (more structured at the high school level).

The committee was comprised of teachers from the three local school districts and school consultants. A two-year time line was followed June 1974 - June 1976. The committee held meetings, attended conferences, and examined health education textbooks and related materials. Input from the local districts (teachers, administrators) was received in the form of needs, objectives, and overall subject knowledge and development.

After all the data was examined and gathered, a select committee wrote a complete "Health Curriculum Guide" for the Henry County Schools (title - Health Made Ezy)

descriptors

Identification of curriculum need -- alternative approach with emphasis on team developmental curriculum

Planning through involvement of local district's staff

participants

Input from three local districts - grades K-12 (science & health teachers)

Select committee formed consisting of staff, administration, and county office personnel

program evaluation

Periodical check on guide use and positive and negative aspects of health education program in grades K-12

outcomes

The curricular guide revised and staff orientation to use

Some textbooks and related materials purchased

contact

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SCHOOL DISTRICT Lakota Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum

program description

The District Curriculum Council appointed a social studies committee, composed of teachers K-12, to determine the course of the social studies program.

It was decided that the conceptual approach would be used in all social studies courses. Each grade level was assigned a sub-chairperson and a course of study is being written for each level and for each course taught in the junior schools and in the high school.

For each course, concepts, objectives, suggested activities, resources and suggested evaluation are determined by each committee. The objectives, activities and evaluation are based on the chief goals that were developed by the entire committee.

After the courses of study are written, a curriculum guide will be published and distributed to all teachers involved and to all administrators. Follow-up orientation and implementation meetings will be held when the guide is printed.

descriptors

Brainstorming sessions by social studies staff members to determine an acceptable, workable, approach to the teaching of social studies
Input from staff members relating to methods of instruction, availability of resources, and evaluation

participants

Social studies teachers from six schools plus consultants from the county office

program evaluation

Meetings and observation will be conducted regarding progress in meeting the objectives

outcomes

A curricular guide is being developed

contact

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SCHOOL DISTRICT Lakota Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum

program description

A determination by the District Curriculum Council resulted in the appointment of a math studies committee, composed of teachers K-12, to determine the course of the district mathematics program.

At the first meeting, a philosophy committee was selected. Later their recommendation was accepted.

Three committees were formed, K-3, 4-6, and 7-8. It was decided that the high school math program would be studied at the conclusion of the study and writing by the other committees.

Meetings were often held at the end of the school day. Substitutes were provided by the district when the committees met in work sessions for an entire school day.

One progress report meeting has been held and others will follow. One week will be scheduled in June as a work week for all committee members.

Following the writing of the courses of study for each grade level, a curriculum guide will be published and distributed to all teachers and administrators in the district who are involved in mathematics. Follow-up orientation and implementation meetings will be held after the guide is printed and distributed.

descriptors

An indepth look at results of the Ohio Survey Test for grades 4, 6, 8, and 10 and results of the CTMM for elementary grades
Determination of the format of the curriculum guide and courses of study
Input from all members for all areas of math

participants

Math teachers from six schools plus consultant from the county office

program evaluation

Meetings and observations will be conducted regarding progress in meeting the objectives

outcomes

A curricular guide is being developed

contact

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SCHOOL DISTRICT Lakota Local (Butler County)

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design and Development

program description

The Lakota Local School District recognized the need for a continual and sequential health program while working with Miami University in a study for implementing a humanistic approach to health education. With the committee already selected from this study, we developed a district-wide curriculum, incorporating many ideas gained from our contact with Miami University.

The charge to the committee was to develop a program of health education that was coordinated in a course of study throughout the district, both horizontally and sequentially. The curriculum guide listed objectives, approaches, evaluations, and resources; this format was designed previously for the language arts curriculum study and adopted district-wide.

The health committee was representative of each learning level so we were able to get vital information about levels of competency in teaching areas. There was also a representative from each of our six buildings.

From November 1975 through August 1976 the input and results of committee-teacher contact was studied and translated into concepts of interests and needs. During this period of time, the committee arrived at decisions which would give better direction, articulation, and understanding among the various grade levels. The first completed draft was distributed and reviewed by the entire teacher group. After much revision, the guide was completed and published.

descriptors

District-wide health curriculum guide

Format: objectives, approaches, evaluations, resources
Concepts to be taught with this format for each grade level

participants

All health teachers

program evaluation

Questionnaires to be sent to teachers using the guide

outcomes

Periodic inservice meetings to be conducted

contact

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CURRICULUM DESIGN

SCHOOL DISTRICT Lakota Local Schools (Butler County)

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design and Development

program description

APRIL-JUNE Our District Curriculum Council recognized a need for a district-wide language arts curriculum. This need was given top priority and a 15-member committee was established, including teachers from every grade level and all six buildings in the district.

The charge to the committee was threefold: to update existing grammar programs, to coordinate the course of study throughout the district, and to recommend texts and resources.

The first major decision facing the committee was the format of the final product. After much reviewing and discussing a four-part format made up of objectives, approaches, evaluations, and resources was decided upon. While this process was going on, a sub-committee was designing a textbook evaluation form.

AUGUST-DECEMBER The committee began the actual writing of the guide in August. This schedule was decided upon to allow teachers an opportunity to devote full energies to writing. The committee subdivided itself into what was a natural split of three learning levels: basic equivalents of K-3, 4-6, and 7-12 grade levels. This division allowed the teacher-experts a closer, more similar unit in which to work.

By October a rough draft was typed. The committee at this point took the draft to the other language arts teachers and asked for input. The idea was not to have 15 committee members design a curriculum for the entire district; the committee continually went to the teachers for ideas, criticism, and reactions. Revision was constant.

During this same period of time, county curriculum consultants distributed books throughout the district for evaluation. The Textbook Evaluation Form was included with each book to encourage every teacher to contribute.

Through December the guide was written and rewritten during several days of released time and many hours after school. The second draft was typed by a community volunteer during the December vacation.

By January the committee had limited the textbook choices based on the district-wide teacher evaluations. At this point representatives from the book companies remaining under consideration were invited to make presentations at each school.

descriptors

Format of curriculum design: objectives, approaches, evaluation, and resources
Book evaluation form developed
Development of a district-wide grammar guide written by and for the teachers

participants

K-12 language arts teachers
district-wide

program evaluation

Committee constantly took the working draft to the teachers for input

outcomes

Periodic inservice meetings regarding uses of the guide

contact

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Language Arts Curriculum
Chairman
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SCHOOL DISTRICT Leetonia Exempted Village School

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Review Committee

program description

A curriculum review committee composed of six members and the superintendent as chairman was established.

The six members were selected by the superintendent and the Leetonia Education Association representative. This committee systematically reviews, at four regularly fixed meetings at two to three month intervals, teaching techniques, courses of study, curriculum guides, textbook adoption, pupil testing plans, and similar materials and procedures in the light of the purposes, philosophy, and educational goals of the district. Additional ad hoc committees, i.e., committees to perform special functions, may be established to review particular areas of the curriculum. The curriculum review committee investigates and submits its decision to both the board and the association. The decisions are recommendations to the board of education for proposed revisions in the educational program of the school system.

descriptors

Teaching techniques, course of study, curriculum guides, textbook adoption, pupil testing plans and similar materials and procedures in the light of the purposes

participants

Representatives from each school in the district

program evaluation

Investigate and submit decisions to board of education and association for approval

outcomes

Regular follow-up meetings to improve the educational program of the school system

contact

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Orchard Hill School
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SCHOOL DISTRICT Licking County Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design

program description

Since a majority of Americans still are puzzled by the term "The Third World", and since most of the action we are witnessing in today's news is being enacted there, it seemed that one of our greatest needs in today's social studies was a greater emphasis on learning about that part of the world.

It was decided to create a "Center For The Third World" at the county office -- a place where all social studies teachers could conduct inservice seminars and conferences with knowledgeable consultants, such as Robert Good, president of Denison University and recently U.S. Ambassador to Zambia. Many teachers bring their students to the seminars. The Center is equipped with the latest maps, globes and periodicals describing recent events in Africa, Asia, and Latin America.

Teachers and students are becoming "watchers" or observers of events in certain countries now and following the news daily. (Ex: The tactics of Idi Amin in Uganda). New materials are being added to the Center and future seminars being planned.

descriptors

Seminars on Third World politics, military, food supplies, U.S. involvement

Researching and reading in the Third World Center at the county office

participants

Some 50 teachers of social studies in Licking County and interested students

program evaluation

Oral and written feedback plus continued attendance and support of the program
Requests for additional seminars to be planned

outcomes

Curricular guide and materials developed
Increased interest in instruction in 14 secondary schools as a result

contact

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CURRICULUM DESIGN

SCHOOL DISTRICT Little Miami Local School District

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Development

program description

There is a need to maximize the capacity of a school system to achieve its instructional goals. A highly organized plan for curriculum development can accomplish this.

There are two types of groups which serve as the focal point for curriculum development, i.e., curriculum advisory councils and curriculum committees. There are four curriculum advisory councils: one for math, science, social studies and language arts. These councils meet three to four times a year or as the need arises and report to one of the administrators of the district. The function of this group is to coordinate what is taught for that content area K-12 and develop a five-year plan for curriculum development. This group decides what the curriculum committees will do for the year and makes recommendations on curriculum revisions and textbook adoptions to the superintendent. The advisory councils are chaired by an administrator and are represented by members from the Student Forum, the Citizens' School Advisory Council and the Pupil Personnel Services Council. The rest of the council membership consists of K-6 and 7-12 curriculum coordinators for that subject area. Additionally, the county supervisors and the superintendent are members of each council.

The second group, the curriculum committees, of which there are 20, one for each subject area taught in Little Miami Schools, meet on a monthly basis. Every teacher in the district is a member of one of these committees. The meetings are chaired by teachers who have the title of curriculum coordinator.

The purpose of the curriculum committees is to:

- establish both short-range and long-range goals
- identify potential problems
- examine textbooks and supplementary materials
- develop courses of study and curriculum guides
- devise evaluative techniques to measure objectives
- examine new approaches for achieving school system objectives.

The work of these committees must be coordinated and approved by the curriculum advisory councils, which in turn must be approved by the superintendent and finally, in the case of textbooks and courses of study, by the board of education.

The establishment of the various groups described in this abstract provide an opportunity for every member of the school community to communicate with others concerning his or her needs and problems, and it provides an opportunity for involvement in those decisions which affect what happens in the school system.

descriptors

Curriculum development, organization and evaluation

participants

Every teacher, some key administrators, citizens and students in district

program evaluation

Monthly reports of meetings

outcomes

In five years every curriculum area should have studied and made changes, if necessary, in all segments of their curriculum

contact

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Local Superintendent
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Morrow 45152
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SCHOOL DISTRICT Marion City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Elementary Science Curriculum Development

program description

In 1975-76 an elementary science study group was formed to identify needs and develop procedures that would improve science instruction K-6. There were representatives from every building and every level. Liaison was established with middle school and high school science teachers in an effort to improve articulation. Consultants were brought in from outside the system to make presentations. After lengthy study as a total group and in subcommittees, certain decisions were made about the nature and direction of science instruction. It was recommended that an activity-centered, hands-on approach be adopted, and that lab kits that would support such an approach be purchased in adequate quantities.

A writing subcommittee was employed for two weeks in the summer to prepare a curriculum guide and plan for implementation. The chairman of the high school science department was one member of this group. On one half-day prior to the opening of school and on two early dismissal half-days all K-6 teachers were provided an opportunity to familiarize themselves with new materials and the new guides. The publisher provided consultant personnel on these occasions.

descriptors

Structure and methodology for
K-6 science instruction

participants

All K-6 teachers took part in the familiarization-implementation inservice. Nearly 40 elementary teachers and secondary science teachers participated in more intensive activity from October through June

program evaluation

Evaluation study of the curriculum will be made near the end of the 1976-77 school year

outcomes

New science curriculum
New science materials

contact

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Instruction
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SCHOOL DISTRICT **Minster Local School District**AREA OF STAFF DEVELOPMENT **School Need**INSERVICE THEME **Curriculum Design**

program description

In a two-year study, teachers worked together to develop a continuous curriculum guide involving grades K-12.

Behavioral objectives, suggested readings, textbooks, and a week-to-week review of plans for lessons were included.

During the first year of this study, teachers of grades 7-12 worked together departmentally to develop their respective disciplines while grade K-6 teachers worked on a reading program.

The second year of the program saw these two groups reversed.

The outcome of this study was twofold:

- 1) To update our curriculum guides and maintain them through a pre-established continuum
- 2) To strengthen our teachers' understanding of the reading process

descriptors

Basic principles of curricular planning, implementation and evaluation

participants

All teachers in the school district

program evaluation

Questionnaire distributed to teachers concerning the effectiveness of the inservice

outcomes

A curriculum guide was established

contact

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Minster 45865
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SCHOOL DISTRICT North Ridgeville City Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Achievement Test Interpretation and Curriculum Redesign

program description

The California Test of Basic Skills and Stanford Achievement Tests are given to students in Grades 2, 4, 6, 8, and 10. The numerous pages of statistical reporting presented numerous problems for the staff in the areas of interpretation and areas of remediation. Because of this direct feedback a selected committee was formed, which consisted of psychologists, administrators, guidance personnel, and teachers, to question various teachers at random regarding their concerns.

After an analysis of various concerns, inservice programs are structured in a multiple phase approach to deal with each concern. Staff with specific concerns are invited to cluster meetings.

Local staff, such as principals, psychologists, and central office administrators, conduct this inservice each addressing a certain defined area based on expertise. Other outside resource people assist if the need arises.

Behavioral objectives are established by each inservice coordinator based on the responses and inquiries which are analyzed.

descriptors

Basic knowledge and skill in test interpretation and the use of statistical terms
Basic knowledge of test construction and the objectives that are measured

participants

Inservice facilitation and staff at all grade levels indicating a need in the above areas of knowledge development

program evaluation

Inservice evaluation questionnaires
Sporadic discussion with randomly selected staff that take part in the inservice
Building administrator input regarding the reaction and knowledge outcome results from the inservice

outcomes

contact

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Guidance Counselor
North Ridgeville City Schools
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North Ridgeville 44039
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SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Educational Redesign

program description

A committee consisting of teachers, administrators, and parents, with input from the students, completely redesigned the middle school at North Royalton. They worked extensively on inservice sessions, both at the school and away from the school to develop a philosophy for the middle school.

This philosophy became very child-oriented and stressed basic skill development as well as positive affective relationships. They began their work in September 1976, and completed the first phase of their report by December 1976. The curricular redesign that grew from the philosophy implemented a 6-1/2 hour student day which included two hours for communication skills (involving a media center-communications laboratory), one hour per day for math skills (including work in a math laboratory), one and one-half hours per day unified arts (combining art, music, and physical education, in an integrated, interdisciplinary approach), 45 minutes per day for social studies and 45 minutes per day for science. After the philosophy and curricular designs were completed, teacher curriculum writing teams developed comprehensive course guides for these areas.

descriptors

Curriculum development and educational redesign
Development of individualized learning styles within basic skill concept groupings

participants

All teachers of the middle school and administrators from the central office, as well as from the school

program evaluation

Regular periodic evaluation through questionnaires, parent conferences, standardized tests, etc.

outcomes

Comprehensive course guides have been developed for the middle school
The middle school is a totally redeveloped program in our district

contact

Pamela Rigg
Principal
Albion Middle School
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North Royalton 44133
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SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME English

program description

The English Department at North Royalton high school has met extensively to redesign its philosophy in course offerings. These meetings which have been conducted at both full-day and after-school sessions began with the reexamination of the philosophy. Some of these courses include Grammar Review, Creative Writing, Reading for the College Bound, Shakespeare, The Novel, and other high interest courses.

The 8th-grade English program is presently undergoing a thorough revision with a concentrated effort on writing and writing workshops.

descriptors

Basic principles of curricular redesign and planning, Identification of needs of students in the various communication skills and ways to satisfy these needs

participants

All English teachers at North Royalton high school

program evaluation

Student questionnaires, guidance and staff questionnaire, standardized tests

outcomes

Comprehensive curriculum guides have been developed for all phases of the new program

contact

Jane Dessem
Department Chairman
North Royalton High School
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North Royalton 44133
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SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Industrial Arts Curriculum Redesign

program description

A committee of industrial arts teachers from North Royalton high school, grades 10-12, met in full-day sessions and after-school sessions to redesign the curriculum for industrial arts. The industrial arts department philosophy increases offerings to include girls and college-bound students.

The committee recommended a number of single concept offerings such as engineering drawing, architectural drawing, macrame, woodburning, carving, carpentry, etc. These courses are usually of nine-weeks duration and have had very high interest levels.

descriptors

Basic principles of curriculum planning redesign
Identification of a wide range of approaches based upon interest level for industrial arts expertise
Identification of needs for leisure time activities and ways to satisfy them

participants

Industrial arts teachers at North Royalton high school

program evaluation

Periodic evaluation through questionnaires and popularity of courses

outcomes

Comprehensive curriculum guides have been developed for all courses offered

contact

Gabe Gerzina
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SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Math Redesign

program description

The Math Department at North Royalton high school was concerned about the course offerings available for students in the 10th through 12th grades. The usual courses that were offered seemed to favor the advanced student while the less advantaged student had few offerings available.

The department offered many single concept courses such as informal geometry, tests in measurements, sports math, navigation, and charts and graphs. These courses were developed in full-day and after-school meetings involving the entire Math Department. The philosophy was initially developed and from this philosophy the course structures were designed.

descriptors

Basic principles of curricular planning and redesign
Identification of needs of less advantaged students

participants

Math teachers at North Royalton high school

program evaluation

The program has been evaluated through student questionnaires, teacher conferences and interviews

outcomes

Curriculum guides have been developed for all courses described

contact

Pete Grumbling
Department Chairman
North Royalton High School
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SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Physical Education

program description

The Physical Education Department of North Royalton high school has met in full-day and after-school sessions to redesign the physical education offerings for students in grades 10-12. The new courses emphasizing leisure time activities and high interest areas have been designed primarily around nine-week, single concept course offerings.

The first area of consideration was redesign of a philosophy for the department. From this, the curricular offerings were developed. The courses include such offerings as winter recreation, tennis, hunting and fishing, cycling and camping, archery, field hockey, bowling and golf.

descriptors

Basic principles of curricular redesign and development
Identification of student interest needs in leisure time activities

participants

Physical education teachers at North Royalton high school

program evaluation

Periodic questionnaires and interviews with counselors and students

outcomes

Complete comprehensive course guide for all courses offered

contact

Herman Joy
Department Chairman
North Royalton High School
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North Royalton 44133
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SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Redesign of the 8th Grade Program

program description

In spring of 1976, the eighth-grade program at the North Royalton high school (two houses--grades 8-9, grades 10-12) was redesigned to better meet the needs of students.

In after-school and all-day sessions, the faculty and administrators met to re-identify the needs of eighth-grade students, and plan curriculum accordingly. The program was redesigned to include exploratory language offerings, home arts (combining industrial arts and home economics), introduction to business, introduction to art and introduction to music offerings.

descriptors

Basic principles of curriculum redesign

Identification of alternative approaches in needs of eighth grade students

participants

Department chairmen and eighth-grade teachers

program evaluation

Periodic evaluation through questionnaires, standardized testing, individual interviews

outcomes

Comprehensive curriculum guides developed for the new program

contact

Al Vasek
Principal
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SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Social Studies Redesign for 10th-grade Today's History

program description

The Social Studies Department of North Royalton high school has met in all-day sessions and after-school meetings to discuss and redesign the 10th-grade course entitled Today's World History.

This new course emphasizes present history through the use of different newspapers and magazines which stress differing opinions of the news.

descriptors

Identification of critical thinking skills

Identification of student needs in the areas of current history

participants

Social studies teachers at North Royalton high school

program evaluation

This program will be evaluated periodically through questionnaires and interviews

outcomes

The course guide is presently being developed

contact

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Department Chairman
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North Royalton 44133
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SCHOOL DISTRICT Ohio Valley Local School District

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Revision (K-8)

program description

The 19 building principals met with the general supervisor assigned to the task of coordinating a total needs assessment of the elementary curriculum (K-8).

The principals selected teachers to serve on the various subject area study committees. All schools had teachers serving on several subject area committees. Each committee was composed of 8 to 20 classroom teachers.

The supervisor scheduled a first meeting date for each committee to discuss or determine subject area curriculum needs. At the first meeting of each committee, the supervisor provided copies of existing courses of study, initiated organizational planning procedures, and remained as special consultant as needed. The committee selected a teacher chairman and recording secretary. State minimum standards were reviewed. Other sample courses of study were reviewed and discussed.

All committees determined that existing courses of study were obsolete, outdated, or too brief to meet current instructional needs for classroom use. Each committee was in unanimous agreement that a curriculum resource type guide was needed in every subject area designed for local needs and use.

After each committee agreed upon an organizational format for their course of study curriculum guide, subsequent meetings were scheduled to share ideas and draft a copy of such proposals as needed for the subject area of concern.

Within five months, most committees had written and completed their curriculum guide drafts for final editing which was done by the committee and the general supervisor.

Each subject area was printed in a booklet form with each grade level color-coded and indexed by the table of contents.

descriptors

Basic principles of elementary curriculum planning
Identification of needs and subject area sequence of curriculum content to meet district need, teacher need and student needs

participants

Seventy percent of all elementary teachers or 120 teachers were directly involved and all teachers will be involved in curriculum guide use and evaluation

program evaluation

System-wide questionnaires to determine curriculum evaluation and new inservice interests

outcomes

Fifteen curriculum guides were developed, published, and made available for all teachers to use and evaluate

contact

Keith Baldrige
General Supervisor
Ohio Valley Local Schools
123 West Main St.
West Union 45693
(513) 544-2722

All curriculum guides contained a grade level philosophy, specific objectives or behavioral objectives, a sequence of subject content, activities, instructional materials, and student evaluation procedures.

These new and approved course of study curriculum guides were distributed to all elementary teachers the following year, 1976, for classroom use and evaluation. Local evaluation forms are being prepared for teachers to evaluate various aspects of each curriculum guide.

Dr. Gordon of Miami University has endorsed and recommended our curriculum guides. These curriculum guides have been requested by several Ohio school districts, a large area curriculum center in Georgia, and a teacher training college in Texas.

CURRICULUM DESIGN

SCHOOL DISTRICT **Pike County**

AREA OF STAFF DEVELOPMENT **School Need**

INSERVICE THEME **Curriculum Design**

program description

A science committee (grades 7-12) was organized by the county office to revise or rewrite the science course of study. The committee was made up of one supervisor and six teachers. The groups met once a month during the school year.

The teachers viewed books and materials from book companies and adopted texts for each science area and each grade level. After the text adoption, the course of study was written and adopted by the boards of education.

descriptors

Outline form of what is to be taught

Objectives to be met (both general and specific)

participants

Science teachers representing three high schools and four junior high schools

program evaluation

Feedback from science teachers

outcomes

Course of study was developed

contact

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Pike County School District
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Piketon 45661
(614) 289-4112

SCHOOL DISTRICT Pike County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Evaluation and Development Program

program description

A committee on professional evaluation established during the 1976-77 school year set up a program for induction in September. The committee was initiated by the central office in cooperation with local teacher organizations. There were 10 teachers, five administrators, and three supervisors on the committee.

Weekly meetings were conducted from September through March. Procedures and instruments were developed. The program, which also includes administrative evaluations, is geared toward self-evaluation as the teachers gain in experience.

Also, several days of inservice were held with experts in the area of evaluation.

descriptors

Procedures for evaluation
Instruments to be used
Career lines
Pre- and post-conference
Follow-up
Appeals procedure

participants

Teachers, administrators,
and supervisors

program evaluation

Periodical meeting of evaluation
committee with input from
teachers and administrators

outcomes

Improved instruction to better
help children

contact

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SCHOOL DISTRICT Pike County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Science Curriculum Study

program description

There was a great need to study the science curriculum as there has not been a study for a number of years.

The committee established rules for book representatives and notified them that we were making a study. Companies were asked to send us science books for our review and consideration.

The committee worked hard from September to May on this study.

descriptors

Committee met monthly and planned the course of study (outline form). Each meeting a section of the curriculum was brought in for the committee to agree on

participants

Seven teachers (one teacher on each grade level and elementary supervisor)

program evaluation

Evaluations were given to each teacher (K-7) to evaluate books and give their first, second, and third choice

outcomes

A science course of study has been written and a science program has been adopted

contact

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CURRICULUM DESIGN

SCHOOL DISTRICT Reynoldsburg City Schools (Herbert Mills School)

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Development

program description

Problem identification resulted from assessment of total elementary school staff as to the need to update the language arts course of study, and to select a new textbook. A district committee was selected to begin the study. Additional working members were involved as the study evolved. Objectives were established based upon the needs of the district. Numerous factors were considered, including a comprehensive review of the current guide, a review of the literature, and the identification of the pros and cons of various curricular approaches.

Our time frame was established to enable us to complete our guide and select a new program prior to the 1977-78 school year. Much information was secured from specialists in this area. Our staff was totally involved in the selection process.

Representatives of grade levels and schools will complete the writing of our guides. Our staff has been involved in decisions regarding the most functional format and a general delineation of contents. The board of education will be briefed on the curriculum guides. The next year will involve inservice meetings on both guides and new text materials. Revision will result as needed.

descriptors

Fundamentals of curricular planning, development and evaluation
Identification of a variety of alternative approaches from which choices can be made to individualize curriculum

participants

Elementary teachers (K-6)

program evaluation

Periodically administered questionnaires; regular supervision of classroom experiences

outcomes

Curriculum guide developed during the summer of 1977; meetings will be held on its use

contact

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Reynoldsburg 43068
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SCHOOL DISTRICT St. Bernard-Elmwood Place

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Development

program description

During the 1973-74 school year, the Curriculum Council was formed to begin the five-year task of rewriting the entire K-12 curriculum. This rewrite was undertaken not only to give the district a new curriculum, but to provide for continuous progress so that there are no gaps between elementary and junior high and between junior high and high school.

A committee of teachers from a particular subject area is responsible for writing the curriculum with guidance from the Curriculum Council. The curriculum is then sent to the education expert in the particular area. Finally the curriculum is sent to the board for approval. All this is done within an approved time schedule.

Changes and innovations within the curriculum may originate with any staff member. The staff member will discuss ideas for change with the building principal. The principal and staff member formulate ideas which are then presented to the Curriculum Council. The Curriculum Council considers the proposal and decides whether to recommend it to the superintendent.

By employing these methods, the district is guaranteed that students from K through 12 are receiving a balanced education taught by educators who are part of the development and refinement of the curriculum process.

descriptors

Resource in the latest methods and media pertaining to the curriculum area chosen for study
Involvement of the teaching staff at all levels in the development of curriculum
Model for innovations to be proposed for incorporation into the curriculum
Identification and listing of various learning activities from which to choose in order to individualize instruction
Coordination of all curriculums K-12

participants

The Council consists of members who serve from September to August and is made up of six classroom teachers, one librarian, one counselor, one elementary principal, one secondary principal, one central office administrator, one board member, the TV media specialist, and one high school student.

Work committees made up of teachers in subject area being written

program evaluation

The Council is continuously checking to see that the goals are being met. They are:

1. To develop balance in the educational program for the child
2. To develop commonality of goals
3. To provide for adjustment of contradictions within the program
4. To stimulate change--to act as a change agent
5. To provide for a synoptic view of all the areas
6. To provide for continuous evaluation in terms of fundamental principles and objectives
7. To provide for design and organization of the instructional program in terms of knowledge of human growth and development, value patterns, social trends, and educational research

outcomes

At least one area is studied in depth each year, a curriculum guide is developed, and materials for instruction are purchased for that particular area

contact

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SCHOOL DISTRICT The Troy City Schools

AREA OF STAFF DEVELOPMENT Knowledge, Attitudes, School Need

INSERVICE THEME Curriculum Redesign

program description

It has been said that the Eighth Wonder of the World is the American Economic System, and that the ninth is the American people's ignorance of it. This statement along with published articles with titles such as "Economic Illiteracy Abounds in the U.S.," and "Economic Education a Neglected, Misunderstood 'Stepchild'" caused business and industrial leaders and educators in Troy a great deal of concern. In fact enough concern was generated that a committee was formed to thoroughly investigate the problem to determine the extent to which economic ignorance existed in Troy.

Discussions revolved around how much our junior and senior high school students actually knew about economics. It was noted that Prof. David Schwartz of Georgia State University had developed a simple economics test that had been administered to over 21,000 high school students throughout the country. The results revealed, in part, that over half of those students did not know that the U.S. economy is based on the private free enterprise system.

The same test was administered locally to all juniors and seniors at Troy High School with, unfortunately, the same poor results. Units on America's free enterprise system were then taught and, the same test was again administered. The results were greatly improved, and the committee realized what must be done...train teachers in the basic understanding of economics, so that they could in turn teach the students.

The committee believes that the most influential factor contributing to widespread public economic ignorance has been the lack of basic cohesive economic instruction in the U.S. schools and colleges. With this in mind and poor test scores indicating something was wrong, the Troy Chamber of Commerce offered to underwrite the cost of 12 quarter hours of economics for all teachers who volunteered to participate. From September 1975 through June 1976, 62 teachers participated in a program consisting of two quarters of Graduate Survey of Principles of Economics for Teachers, one-quarter of Curriculum and

descriptors

Basic principles of economics were presented to volunteer staff members during the first two quarters

Units were developed that were to support and enrich regular classroom materials and activities rather than exist as separate entities during the third quarter and Business and Industrial leaders in many areas of our economy and some noted economists discussed "Economics in Action" during the fourth quarter

participants

Sixty-two volunteer teachers, grades K-12

program evaluation

Reports are written by teachers and all who are interested have an opportunity to enter their units in competition for prizes. Outside judges evaluate entries.

outcomes

An economics guide entitled "The Troy Plan for Economic Education" was developed. This guide consists of 324 pages of how it all started, teacher comments, economics materials for the classroom and how to use them, units, economics terms, the award plan, bibliography and an Economics Intelligence Quotient Test.

Materials for use in Economic Education and one-quarter of Economics in Action. During the third quarter, units applicable for use in the classroom were developed by teachers representing grades K-12. Almost all subject matter areas were covered at the secondary levels including English, math, guidance and counseling, science, social studies, etc.

contact

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Troy 45373
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SCHOOL DISTRICT Union Local

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Design

program description

Professional staff identifies areas of interest or concern. Teacher and administrative committees contact resource people who can deal with these areas. A schedule is drawn up for a one-day program and submitted to teachers.

Teachers elect to attend as many as five sessions available throughout the day. Examples of sessions used in the past are: health services, first-aid, V.D., drugs awareness, guidance, child molesting and sex offenses, audio-visuals, Project OHIO and the handicapped, vocational education, speech and hearing therapy, outdoor education, metrics, consumer education, testing, supervision, childrens literature, administrative and office management, and all areas of curriculum with emphasis on the current study in progress.

descriptors

One-day inservice on current concerns

participants

Teachers

program evaluation

Conclusion of inservice day

outcomes

Informal

contact

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Union Local School District
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SCHOOL DISTRICT United Local High School

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Teaching students to use writing techniques learned in English class in writing reports in other subject areas

program description

From informal and formal statements by physics, chemistry, biology, and social science teachers, the need for specific training in factual writing was established.

A time from late November to early February was set aside for weekly inservice sessions with the junior and senior high English teachers, using the Ohio Department of Education publication Write On as a basis and guide.

Materials and practice problems were developed for use in English classes so that practice in writing factual reports would be provided.

In late February the content area teachers (voluntary) were called in so that the English, and science or social science problems would be coordinated and work supervised by the English department.

The evaluation of "the effectiveness" of this plan will be done by the content area teachers when they observe improvement of "reporting" techniques employed by their students in certain assigned research projects. The English teachers will also grade the research papers, paying attention to improved writing techniques and appropriateness of expression.

descriptors

Identification of problem
Input, acquisition, and application of concepts relating to written communication

participants

All secondary English teachers and voluntary participation by content area teachers

program evaluation

Teacher input from both content area teachers and English teachers on student performance

outcome

Materials and practice problems were produced to circulate to all English teachers
Content area teachers (science, social science) produced research problems for use after the simulation problems have been used to develop good research techniques

contact

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Columbiana County Schools
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SCHOOL DISTRICT Wadsworth City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Construction

program description

There was a need to revise and update all courses of study.

The entire staff was assigned to committees. Each committee was responsible for a different area of the curriculum. The task of each committee was to write terminal objectives for the assigned discipline at each grade level.

Each group was involved in a training session using James W. Popham's filmstrips on curriculum construction.

After the training was complete, the staff met as grade level committees to write their objectives. After the objectives for the grade levels were complete, the committee for one discipline (K-12 English) met to make sure there were no overlaps or omissions.

These objectives became the basis for our new courses of study. The entire program covered a two-year period.

descriptors

Basic principles of curriculum construction
How to write educational objectives

participants

Entire school faculty

program evaluation

Periodical reports by each committee

outcomes

Courses of study were developed using the terminal objectives as a guideline

contact

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Wadsworth City School District
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SCHOOL DISTRICT Wapakoneta City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Coordination

program description

The Inservice Committee of the Wapakoneta Education Association, with the support of the superintendent, administered two inservice needs assessment questionnaires to the certificated personnel. These surveys (distributed in November and December 1976) were adaptations of the OEA Inservice-Interest and Inservice-Participation Surveys. Based on the most frequent responses to these brief questionnaires, a one and one-quarter hour inservice program on curriculum coordination was held in February for interested certificated personnel.

A member of the committee planned the program, the goal of which was to state the viewpoints of the participants with regard to the identification of the problem of curriculum coordination in the school district. The objectives of the program were outlined in a Problem Analysis Inventory, the working paper for each of the nine groups of participants: specify the problem, state essential factors relevant to the problem, state aspect of the problem the group would change if it could, state and rate the forces driving and restraining change in the problem, outline strategies for reducing strength of selected restraining forces, apply goal-setting criteria to the strategies for change, and outline strategies for increasing the strength of two selected forces driving toward change.

Each group shared and organized the viewpoints of its 7-10 members, and a member of the group recorded the finalized responses to each of the above objectives. Each group had participants from among the seven school buildings and the different grades and subject areas. A professor from the University of Dayton provided the Inventory and oversaw its use at the program.

After this meeting, a member of the Inservice Committee classified and tabulated the responses on the inventories. A written summary of the extent of their concurrence for the objectives was discussed with the superintendent by the program planner. They discussed also possible avenues for implementation. It appears likely the school board will study this summary when it makes decisions regarding curriculum coordination. The certificated personnel and the WEA have copies of the summary for their use.

The groups of participants chose frequently the same general areas of responses for many of the objectives on the Inventory. This documented agreement helps give substance to the negotiations between the school board and WEA regarding the need for improving curriculum coordination.

descriptors

Curriculum coordination, defining problems of
Use of a Problem Analysis Inventory for organizing opinions of groups of individuals
Use of summary of Problem Analysis Inventories

participants

Certificated personnel throughout school district

program evaluation

Organization of opinions of groups via summary of Problem Analysis Inventories

outcomes

Copies of summary to certificated personnel, WEA, and superintendent; discussions with superintendent of avenues of implementation relevant to summary; probable use of summary in negotiations between school board and WEA regarding curriculum coordination

contact

Cheryl Snyder
WEA TEPS Inservice Comm. Chairman
Wapakoneta City Schools
South Blackhoof
Wapakoneta 45895
(419) 738-3312

SCHOOL DISTRICT Warren City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Science Methods

program description

All elementary teachers were asked to fill out a needs survey to indicate the areas in science instruction in which they needed help. The survey instruments were then analyzed and categories of need established. A nearby university was asked to provide an elementary education professor in the area of science education. Armed with the survey results and the current adopted text, three meetings were set up by the university faculty member to include grades K-2, 3-4 and 5-6. The sessions included both didactic and experiential learnings with practical economic experiments that could be conducted in the classroom at the appropriate grade level.

descriptors

Elementary Science:
Useful experiments
Inexpensive materials
Metric strategies

participants

Grades K-6 teachers

program evaluation

Likert scale evaluation
instrument

outcomes

None yet

contact

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Warren City Schools
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Warren 44483
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SCHOOL DISTRICT Wayne County Joint Vocational School

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Curriculum Improvement

program description

The purpose of the program was to improve instruction using a system model to upgrade or develop individual courses of study for each instructional unit.

The program was developed in cooperation with the State Department of Vocational Education and Kent State University.

Utilizing the vocational school administrative staff and the Kent State vocational staff, 13 inservice workshops were held from October 1975 through December 1976. These workshops were designed to take the instructors step by step through the process of developing a course of study. During this development, general and specific performance objectives were written for each unit, the math and science principles used were identified in each program, and strategies for providing experiences were developed.

descriptors

Provide time for inservice workshops

Provide a means to type completed courses of study

Provide a recommended format for all courses of study

participants

All teachers

program evaluation

At this time more than 90% of the teachers have upgraded or developed individual courses of study

outcomes

Continued program evaluation indicates strategies developed or being implemented

contact

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Smithville 44677
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SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Creative Writing

program description

A county office initiated survey led to the organization of a one-half day released time inservice on Written Expression. Teachers had stated a need to explore ways of improving students' writing skills, based on updated knowledge from research and an assessment of student needs. To fulfill these requirements a university professor, working in the area of written expression, was the main speaker for the entire group of teachers grades 1-6. Following this hour-and-a-half presentation the teachers were divided into three sections: grades 1-2; grades 3-4; grades 5-6. A county office supervisor was in charge of each group and the next hour and a half involved distribution and discussion of previously prepared packets. The packets were developed in the county office and contained the following:

- 1) Activities for Creative Writing, Grades 1-2
- 2) Activities for Creative Writing, Grades 3-4
- 3) Activities for Creative Writing, Grades 5-6
- 4) Ideas for Creative Display
- 5) Ideas for Bookmaking
- 6) Creative Writing Surfaces and Implements
- 7) Evaluating Written Expression

descriptors

Included information on a review of the research on written expression and ideas for "freeing" children to write
Input and application of instructional concepts as related to written expression. Ideas for stimulating writing as well as the importance of evaluation and display

participants

Teachers, grades 1-6, in six local districts

program evaluation

Questionnaire regarding both the format and the content of the meeting as well as suggestions for future inservice meetings

outcomes

Positive response from teachers and many writing activities visible in the schools

contact

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Nancy Buchanan
Elementary Coordinators
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Court House Square
Bowling Green 43402
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SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Handwriting 1977

program description

A questionnaire of possible inservice ideas was given to the teachers of grades 1 through 6 by the county office. Results of the survey indicated a desire by the local teachers to update their knowledge and interest in the teaching of handwriting skills. The county office staff researched the topic and as a result of their findings compiled a packet of ideas and activities for teaching handwriting.

Areas covered included: the importance of legibility; the need for both manuscript and cursive writing; the left-handed child; the importance of motivation in handwriting. Included with the packets was a listing of ideas for increasing the students' interest in handwriting skills. These packets, along with the research background, were presented to the teachers by the county office at a series of meetings in the individual schools.

descriptors

Individual school meetings were held to give research information on handwriting skills. Basic principles in teaching handwriting were explained. Lists of motivational activities were distributed to teachers.

participants

Kindergarten through 6th-grade teachers in six local school districts

program evaluation

Positive feedback from teachers and administrators

outcomes

Several schools have had hall displays of good handwriting

contact

Dottie Hillerich
Nancy Buchanan
Curriculum Coordinators
Wood County Office of Education
Court House Square
Bowling Green 43402
(419) 352-6531

CURRICULUM DESIGN

SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Math Games

program description

County teachers requested a repeat inservice workshop on math games. The first workshop had been held two years earlier and teachers felt the need to review some new ideas in mathematics as well as renew enthusiasm.

The math games were assembled in the county office and were based on a review of the latest research in teaching mathematics principles with games. Each game was checked for learning objectives as well as pupil interest. Included were games that were adaptable to all grade levels and activities for enrichment at the intermediate levels.

Volunteer inservice meetings were held in the individual schools either before or after classes. The math games were demonstrated on an overhead projector, while directions for using them were distributed to the teachers. Also included in the inservice presentation was a discussion on calculators and their use in teaching games.

descriptors

Games for teaching math skills as a means of individualization and motivation
Based on research and basic principles of mathematics covering skills and enrichment areas

participants

Teachers of grades K-6 in six local districts

program evaluation

Positive feedback during and after the workshop from both teachers and administrators

outcomes

Many of the teachers made game boards and appeared to have renewed interest in teaching games

contact

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SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Spelling

program-description

In a survey, classroom teachers, grades 1-6, identified the teaching of spelling as an area in which they would like inservice. They expressed a desire for learning games and activities as well as a need to individualize and update spelling philosophy and guidelines in their local districts.

The county office personnel surveyed professional journals and prepared a presentation entitled, "Spelling Today, As Justified by Research."

All of the local elementary teachers were invited to submit a favorite spelling activity, suitable for one or more grade levels. These learning activities were edited, placed on 5" by 7" cards and put in booklet form. Each teacher was given credit for her entry.

A voluntary workshop on spelling was given at each local school by the county consultants. Times were arranged by principals and included sessions before or after school. This workshop included the research findings as well as each teacher receiving a copy of the favorite spelling activities booklet.

descriptors

Information from a review of the research
Sharing of games and activities proven helpful to the teaching of spelling
Suggestions for individualizing the teaching of spelling

participants

Classroom teachers, grades 1-6, in six local school districts

program evaluation

Reports by local administrators regarding teacher use of information
Informal questioning of teachers regarding helpfulness of workshop

outcomes

Many teachers mentioned using the ideas presented and requested similar workshops in other curriculum areas

contact

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SCHOOL DISTRICT Dayton City Schools

AREA OF STAFF DEVELOPMENT Consumer Education Inservice Staff Development

INSERVICE THEME Leadership Training: City-Wide Consumer's Education,
Teachers' Pre and Inservice Training Program in the
Dayton Public Schools, 1976-77 School Year

program description

Major Purposes: To expand our Consumer's Preservice and Inservice programs to include all teachers through a year-long series of intensive training sessions for two teachers from each school, followed by teacher-directed inservice at each school within the Dayton City School System.

To provide orientation for administrators and the instructional staff of the overall goals, objectives, needs, concepts, available resources and supplemental materials that will be used to implement our consumer education pre and inservice program in the Dayton City School District, K-12 and adult education.

To provide an opportunity for the administration and the instructional staff to actively participate in the planning of strategies, concepts and skills to be used to develop our curriculum processes for levels K-12 and adult education during inservice training programs.

The time frame was September 1, 1976 to August 31, 1977.

descriptors

Acquainting teachers with consumer education concepts (K-12 and Adult)
Identification of ways to blend consumer education concepts in the regular curriculum
Identification of goals, objectives, needs, and development of instructional strategies and teaching units for levels K-12 and adult

participants

Two instructional staff persons from each school or program in the district, K-12

program evaluation

Pre and post surveys (scored by the computer) to be administered to measure awareness of consumer education content of participants

outcomes

Teacher-developed curriculum designs to blend consumer education concepts in regular curriculum
Assessment tools to identify consumer awareness competency levels for various age/grade levels
A bibliography of multi-media materials to supplement textual materials
A bank of teaching units developed during inservice on specific consumer education topics

contact

Emma G. Williamson
Project Director
Dayton Board of Education
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Dayton 45402
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SCHOOL DISTRICT Madison Local Schools (Lake County)

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Economic Education in the Classroom

program description

Teacher interest, through a one-week summer seminar sponsored by the Consumer Education Department in Columbus, led to a workshop held at the A-T-O Corporate Headquarters in Willoughby, Ohio. Hosting 65 teachers, administrators, and board of education members were Harry E. Figgie, Jr., chairman of the Board and chief executive officer of A-T-O, and James Bailey, director of corporate communications. Initiated by the coordinator for the Madison schools, Ralph Waltman, the session was set up to acquaint teachers with economic education in the classroom.

A guided tour of the facilities was given, followed by dinner. Mr. Figgie addressed the group on the topic of economic education as presented in today's classrooms.

Following Mr. Figgie's talk, the K-8 teachers met with experts who presented the "mini-society" concept and the 9-12 teachers met with Randall Reddington, who spoke about career education and economic education.

Teachers were given sample lesson plans and curriculum guides on the topics presented. Materials and resources available were given to each teacher in the area of economic education.

descriptors

Corporate executive expressing his concern with economic education in the classroom
Basic lessons and curriculum development by teachers for use in the classroom
Resources and materials available for follow-up lessons

participants

65 teachers, administrators, and board of education members; members of A-T-O staff

program evaluation

Written evaluation by persons involved in the program for future meetings of this nature

outcomes

Teachers will now be able to facilitate the teaching of economic education more easily. More knowledge, materials, and resources made available to them will foster creativity.

contact

Albert Wilgus
Superintendent
6741 N. Ridge Rd.
Madison 44057
(216) 428-2166

SCHOOL DISTRICT Marion City Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Economic Education Staff Development

program description

The Marion City Board of Education, in cooperation with the Marion Economic Council, made available to staff members a cycle of three courses in economic education during the fall, winter and spring quarters of 1976-77. Credit was given by Ohio University, instruction was provided by Ashland College faculty, and the facilities of Ohio State University Regional Campus at Marion were used. Fifty-nine teachers, representing every level except kindergarten, but including one EMR teacher and one librarian, agreed to undertake the three course cycle, with the general goal of upgrading teaching expertise in economic education and collaborating in the production of a curriculum guide for the system.

descriptors

Basic principles of economic education.
37 items of economic education that should be known by all students have been identified and grouped into eight major areas
Methodologies of teaching economic concepts at various age levels were developed by staff

participants

59 teachers at all grade levels

program evaluation

By instructional personnel from Ashland College

outcomes

1-12 Curriculum Guide
Economic Education
Improved knowledge of participants
Many unit activities developed

contact

David L. Miller, Ph.D.
Assistant Superintendent
Marion City Schools
Box 509
Marion 43302
(614) 387-3300

GUIDANCE

SCHOOL DISTRICT Hopewell-Loudon Local

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Teacher Implementation of Guidance Techniques in K-8 Classrooms

program description

The need for counseling of elementary students as a result of continued disciplinary problems and the typical hardships of growing up and learning to get along with other students was readily apparent. Since funds were not available to hire an elementary guidance counselor, a Title IV-C Adaptation Grant was obtained. Serving as the grant coordinator, the elementary principal attended inservice meetings in Columbus, and then conducted local inservice sessions to pass along to teachers the information gained.

A parent survey was randomly distributed and completed. Teachers in grades K-8 worked in committees and a parent advisory council was formed to develop the written program. Inservice meetings were conducted seven times during the school year and the written program required the whole school year to complete.

descriptors

Administration, interpretation, and use of results of Ohio Survey Tests
Group guidance techniques
Administration and interpretation of career interest inventories
An early identification plan

participants

Teachers, grades K-8

program evaluation

Periodic solicited response from teachers and parents

outcomes

A written elementary guidance plan was written and now serves as the basis for elementary guidance practices

contact

Philip R. Binkley
Elementary Principal
P.O. Box 400
Bascom 44809
(419) 937-2216

SCHOOL DISTRICT Trimble Local

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Elementary Guidance Services and the Classroom Teacher

program description

This inservice was held as a follow-up to inservice given as part of a Title III Adaptation Grant, Elementary Guidance for the Classroom Teacher, the previous year. There was need for further inservice to meet specific needs: areas not covered in previous inservice and new teachers who had not participated the first year.

Topics to be covered in the inservice were planned by the Guidance Committee. Basic inservice sessions were held throughout the year during regular faculty meeting times (Tuesdays before school). Other optional inservice occurred periodically during and after school. Inservice was given by school personnel: elementary guidance counselor, school psychologist, and speech therapist as well as by outside consultants. The outside consultants included a psychologist from a local agency, a social worker from Children's Services, and a TAG resource person from Illinois.

Following each inservice, teachers were helped with implementation within the classroom by the guidance counselor.

Feedback on sessions was encouraged from teachers on an individual basis and teachers shared ideas in group settings. Various methods were used for inservice: presentations by specialists with teachers taking part in workshop activities to make the material useful in their own situation; films, videotapes, materials to use in the classroom.

Following the inservice, teachers were more familiar with resources available, both in school and in the area, to help meet students special needs and with techniques that help facilitate better guidance practices in the classroom.

descriptors

Introduction of comprehensive guidance program and its function in our school
Screening identification, referral of, and services available to students with suspected physical handicaps
Screening, identification, referral, and services available for students with social and emotional problems and for students with other special learning needs
Classroom guidance workshop
Talented and gifted students; concept of TAG; identification; program prototypes; needs of our students
Career Education
Affective aspects of education and classroom management

participants

Elementary teachers (Preschool-4th grade)

program evaluation

Oral input by teachers after each inservice session and ability to use various services; actual implementation of recommended practices

outcomes

More extensive use of classroom guidance practices, use of developmental guidance curriculum, initial identification of possible TAG students

contact

Rosemary Hayes
Elementary Counselor
Trimble Local Schools
Route 1
Glouster 45732
(614) 767-2810

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Auglaize County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Workshop on Instructional Objectives

program description

The emphasis of this workshop was upon being able to select, check, or recognize good statements of instructional objectives.

Differences between good statements of instructional objectives and good instructional objectives were stressed in the following areas:

- Specifying outcomes
- Stating objectives in performance terms
- Clarifying conditions
- Stating criteria for objectives
- Evaluating outcomes

descriptors

Instructional objectives

participants

Teachers

program evaluation

Pre-test Programmed
Exercises
Evaluation

outcomes

contact

Lucerne Erickson
Supervisor
Auglaize County School District
Court House
Wapakoneta 45895
(419) 738-3422

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Austintown Local Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Staff Leadership and Classroom Instruction

program description

A 15-day released-time training program for building principals was held for the purpose of developing competencies related to the training and supervision of teachers in the use of teaching strategies to develop fundamental thinking, reading, and language skills in children.

Training of the building principals was coordinated by outside consultants at a cost of \$4,250.

After the leadership training each principal conducted a 20-hour after-school inservice workshop series for classroom teachers. Teachers were trained to implement teaching strategies needed to help children develop fundamental thinking skills.

Evaluation of principal and teacher performance was retrieved by audio-taping classroom lessons and periodic questionnaire surveys.

descriptors

Educational competencies for classroom instruction and instructional leadership

participants

Building principals of five elementary, two middle, and one high school
105 teachers, K-12

program evaluation

Periodically administered questionnaires, and audio-taped lessons developed by the teacher participants

outcomes

Principals developed curricular leadership skills
Teachers implemented thinking skill strategies into all areas of the curriculum

contact

James H. Baker
Director of Instruction
Austintown Local Schools
225 Idaho Rd.
Youngstown 44515
(216) 792-1895

SCHOOL DISTRICT Beachwood City

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Discrimination

program description

In light of recent legislation in the areas of women's rights, the handicapped, and Civil Rights, a teacher-administrator committee planned a K-12 program to initiate a year-long attempt to increase awareness in these areas.

Planning occurred from August through November. The major inservice day was November 5, 1976.

All staff members offered contributions to an Affirmative Action Staff Handbook that would serve as a guide to the staff throughout the school year.

descriptors

Legislation and affirmative action suggestions in the areas of handicapped, Title IX, and discrimination

participants

Professional staff members of Beachwood City Schools; surrounding school systems were invited

program evaluation

Questionnaire

outcomes

Affirmative Action Handbook
Women's Day - Beachwood High
School, March 3, 1977

contact

James Sikler
Assistant Superintendent
Beachwood City Schools
24601 Fairmount Blvd.
Beachwood 44122
(216) 464-2600

SCHOOL DISTRICT Canton City Schools

AREA OF STAFF DEVELOPMENT Knowledge, School Need

INSERVICE THEME New Textbook Adoptions

program description

With the adoption of our spelling series, there were a series of television inservice programs designed to inform the teachers.

The first presentation dealt with the procedures the spelling committee followed in the selection of the series.

In the second presentation, the teachers were given an overview of the materials available, the philosophy of the program, and the format. A representative of the company addressed the teachers while reading personnel were assigned to each elementary school to lead the discussion at the conclusion of the telecast.

The third television presentation dealt with instructional procedures for the classroom. Teachers representing primary and intermediate levels made the presentation while reading resource personnel were available to answer any questions the teachers might ask.

descriptors

Television inservice on the newly adopted spelling series

participants

Primary and intermediate teachers

program evaluation

Administered questionnaire revealed favorable reaction by the teachers. They indicated they were informed and equipped to teach the series

outcomes

A smooth transition to a new series was accomplished

contact

Reading Consultants
Canton City Schools
800 Market Avenue, N.
Canton 44702
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SCHOOL DISTRICT Cleveland Diocesan School System

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Individual School Self-Evaluation

program description

In 1970, the Board of Catholic Education authorized a comprehensive study of the total program of education in the Cleveland Diocesan School system in order to assess performance against established needs, goals, and objectives.

To achieve this end, it was necessary to formulate a master set of guidelines with a built-in factor of systematic evaluation and continual adaptation.

Because of the magnitude of this task, a decision was made to concentrate on the 180 elementary schools of the system.

The time line for the development of these guidelines together with their implementation extended from 1971-1977, and will continue as an on-going process.

A committee composed of elementary school administrators, teachers, Diocesan Education Office staff, and noneducators, was formed in 1971 and immediately began to work on the development of an instrument which elementary schools could use for self-evaluation purposes.

This instrument was completed in 1972. To obtain maximum results from its use, schools were expected to devote six to nine months to the process of self-assessment.

In 1973-74, 50 schools in the Cuyahoga County Central Region of the Diocesan School System employed this instrument in their individual school self-evaluation after their personnel were trained by the Diocesan Education office staff in its use.

Sixty-three schools in the Cuyahoga County East and West Regions of the system conducted self-evaluation studies in 1974-75 subsequent to orientation sessions in the use of the self-study instrument.

In 1975-76, 46 schools in the Akron, Lake-Geauga and Lorain regions of the system, after inservice sessions used this instrument to study and evaluate themselves.

descriptors

Principles undergirding planning for school self-evaluation, development of self-study instruments, use of self-evaluation instruments, and planning programs of action following self-evaluation processes
Procedures for organizing personnel and all involved in an individual school self-study

Self-study instrument consisting of: evaluation criteria materials; and survey questionnaires for students, parents, parishioners, faculty, clergy, and administrators

Format for schools' self-study report to Board of Catholic Education

Guidelines for Review Teams assigned to visit each school after its self-assessment

Guidelines for planning process following completion of school self-evaluation

participants

Twenty-member Executive Committee of Self-Study Project (administrators, teachers, noneducators)

Ten-member committee (elementary administrators and teachers) to revise self-study instrument in 1974

Members of Board of Catholic Education

Members of Diocesan Education Office

Virtually all school administrators and teachers in 160 elementary schools of the system

Following the year of its self-study the administration, faculty and steering committee of each school formulated one-year and three-year plans of action to remedy weaknesses and correct deficiencies which were revealed through its self-assessment.

These plans of action are currently being implemented in each of the schools which developed them. Inservice sessions are offered where needed by the Diocesan Education Office staff and other specialists.

In June 1978, the Diocesan Education Office will review the 1973-77 self-study project prior to planning further action relative to this program.

program evaluation

Feedback on every section of the 71-page self-study instrument from teachers and administrators who used it in 1973-74

Feedback from schools which used this instrument in 1975, 1976 and 1977

outcomes

Publication in 1973, 1974 and 1975 of Manual for Self-Study of Catholic Elementary Schools (84 pages consisting of self-study instrument together with directions for its use)

Use of self-study instrument by 160 elementary schools of the Cleveland Diocesan School System 1973-77

Implementation of plans of action formulated by these schools

contact

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Asst. Supt. of Curriculum
Development
Cleveland Diocesan Education
Office
1031 Superior Avenue
Cleveland 44114
(216) 696-6525, ext. 333

SCHOOL DISTRICT Cleveland Diocesan School System

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Revision/Update of Diocesan Mathematics Guidelines K-12

program description

Feedback from teachers during the academic year 1975-76 indicated the need to revise the 1971 edition of the Cleveland Diocesan Guidelines for Mathematics.

To revise/update these curriculum guidelines the assistant superintendent of curriculum and the staff of the Diocesan Education Office selected elementary and secondary school teachers with mathematics majors or mathematics expertise.

A complete time-frame from June 1976 to June 1978 was established to expedite the continuous movement of the project. Participants worked eight hours per day from June 15 through July 1976, and on a part-time basis from August 1976 to January 1977.

Prior to actual work on the curriculum, the participants shared the outcomes of their research on mathematics curricula. This phase of the program was followed by input from a curriculum design specialist. During this phase participants defined the term "curriculum" as it was to be used in the new curriculum; scrutinized and updated the philosophy and goals of the 1971 Guidelines for Mathematics, and made major decisions regarding the basic content and format of the 1977 edition of mathematics curriculum.

The revision/update of the entire Mathematics Curriculum K-12 was completed by the participants at the end of July 1976.

The final phase of the program will consist of orienting the teachers of the Cleveland Diocesan School System to the new curriculum during the academic year 1977-78. Feedback from teachers during this year will again be recorded to provide data for future updating of the Mathematics Curriculum.

descriptors

Principles underlying curricular planning, implementation and evaluation

Mathematical concepts and sub-concepts by grade and subsumed under the major categories of graphics, measurement, numeration, operations, relations, set theory

Curricular learning outcomes in mathematics expressed as student-performance objectives for each grade from Kindergarten through 12.

Chart presenting sequence of basic mathematics concepts for Kindergarten through Grade 12

Summary of new mathematics content and related review by grade

Directives for the use of the Curriculum within a school, department, and classroom
Mathematics textbook list K-8

participants

Nine elementary and four secondary teachers with math expertise

Curriculum design specialist, and mathematics specialist
Curriculum Director of Diocesan Education Office
Teachers of Cleveland Diocesan School System

INSTRUCTIONAL CONCERNS

program evaluation

Periodic reports on progress in the development of the curriculum during revision/update process

Record of feedback from teachers using the new Mathematics Curriculum K-12

outcomes

The Mathematics Curriculum K-12 was developed and published in March 1977

contact

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SCHOOL DISTRICT Columbiana County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Art of Questioning

program description

Teachers and administration, with the cooperation of the county office and Youngstown State University, realized the basic line of questioning could be improved by teachers.

Youngstown State University provided a two-week training course for teachers, offering five quarter hours for teachers. Teachers enrolled for fall and winter quarters. Classes met in a local school. Time from September through March spent on reviewing art of questioning. Role playing and strategies on how to improve.

descriptors

Basic line of questions asked by teachers and how they may be interpreted by pupils
Review what is good and methods to improve
After each class, each teacher tried the strategy that was discussed and reported results of how it was received by pupils

participants

Any teacher at the middle school that was interested

program evaluation

Teachers observed and evaluated progress as they discussed and tried a strategy in class

outcomes

Teachers are more aware of how to ask a question for a certain response. The art of questioning was improved. Ongoing for county schools as instructors are available

contact

Peter F. Marra
Columbiana County Board of Education
126 East Chestnut St.
Lisbon 44432
(216) 424-7781

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Columbiana County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Writing Instructional Objectives

program description

A training program was established to train teachers in writing of appropriate performance objectives. Local administrators had been previously trained to conduct the sessions.

Objectives of the Training Course included:

1. Write program and instructional level objectives. The accuracy will be determined by the principal or supervisor in accordance with criteria established in the materials of instruction.
2. Demonstrate that the objectives have been mastered to the satisfaction of the principal or supervisor.
3. Write the relationship among the program level objectives, actual skills, and instructional level objectives.
4. 90% of teachers demonstrate their appreciation of the values of performance by: (a) writing a minimum of four program level performance objectives for an assigned subject on November 1, accuracy to the satisfaction of the principal and established criteria; (b) continuing to develop program level objectives for daily lessons to the satisfaction of the principal.

The project began on June 1, 1974, and continued through November 1, 1974. Educational Goals and Objectives--A Model Program for Community and Professional Involvement Kits distributed by Phi Delta Kappa, Inc., Commission on Educational Planning, was used to expedite this phase of the project. Obviously, considerable preliminary planning was done prior to June 1, 1974.

descriptors

Basic principles of writing program level objectives
Basic principles of writing Instructional Level objectives, and critical skills for use in lesson planning and inclusion in the curriculum guide

participants

Administrators and teachers in the local school districts

program evaluation

Implementation was evaluated by the building principal and supervisor

outcomes

Teachers write lesson plans using program level objectives, instructional level objectives and critical skills

contact

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Lisbon 44432
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INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Dalton Local School

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Discipline at the Elementary and Secondary Level

program description

The TEPS committee organized an inservice meeting designed to meet the needs of teachers from K-12.

The committee contacted Akron University, stating our wants and needs.

Our focal point was on discipline--how to handle situations when they arise and many more problems.

The inservice meeting took place on September 30, 1976, led by a professor from Akron University.

The follow-up was a workshop held for four weeks from October 7-28, 1976. One quarter-hour of college credit was received from Akron University.

descriptors

Some of the topics discussed were "Values and Clarifications Sharing Ideas and Skills"

participants

Staff from K-12 and teachers from other school districts participated in the workshop

program evaluation

Staff felt it reinforced some of the ways they were handling problems and they felt that they had gained additional information

outcomes

Workshop for one quarter-hour credit from Akron University. The workshop was held on school grounds, thus giving an opportunity for more staff and surrounding schools members to participate

contact

Lela Domer, Teacher
Dalton Local Schools
151 West Main St.
Dalton 44618
(216) 828-2267

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT **Fairfield City School District**AREA OF STAFF DEVELOPMENT **Knowledge**INSERVICE THEME **Vocational Opportunities**

program description

Fairfield High School has been overcrowded for several years. A county vocational school opened in the fall of 1975 with facilities adequate for 400 Fairfield students. However, in 1976-77 only 176 enrolled. Consequently an effort was made throughout the year to familiarize the Fairfield staff with the vocational school, its programs and its staff.

In faculty meetings in October the opportunities at the JVS were outlined by the principal and faculty members were urged to discuss these matters with their advisees. (Each staff member at Fairfield had about 24 advisees.) In November arrangements were made for interested staff members to visit the JVS. In January, faculty members met with their advisees and discussed the JVS along with other matters concerning scheduling. Later, six busloads of students were taken to the JVS for a visit. By May 1977, 147 students had signed up for the JVS, compared to 121 students who signed up at that time the previous year.

descriptors

Vocational school recruitment
Advisor group utilization

participants

High school staff

program evaluation

The number of students enrolled
at the JVS in September 1977

outcomes

Advisor groups were utilized
Students were provided with more
information about the JVS than
in previous years

contact

Willard E. Hopkins
Principal
Fairfield City Schools
1111 Nilles Rd.
Fairfield 45014
(513) 867-5240

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Joseph Badger Local Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Psychomotor Skills

program description

The preschool testing program of kindergarten students showed that the students in our school were significantly low in articulation, language development and visual-motor skills.

A program was designed to include an intensive three-phase program in gross and fine motor skills which we hope will effect improvement in movement patterns, body imagery and perceptual skills. Each phase will consist of a six-week intensive training in specific skills during a daily 20-minute period.

Each classroom teacher for kindergarten, grade one and two (assisted by an aide) will carry out the psychomotor development program. Pre-and post-evaluation of each student involved in the program will be done by a team consisting of the speech therapist, learning disability tutor, developmental reading teacher and the principal. The Purdue Perceptual-Motor Survey will be used as the major evaluative instrument and will be administered to each child individually. A summary of pre-test scores for each child, accompanied by the administrator's comments, will be compiled for analysis at the end of the program.

descriptors

Basic principles of psychomotor development.

Identification of those motor skills which are lacking in students in kindergarten, first and second grade

Testing, exercises, and the application of ideas to help develop those motor skills

participants

Kindergarten teacher, first and second grade teachers and aides

program evaluation

Pre- and post-tests using the Purdue Perceptual-Motor Test and Draw-a-Person Test

outcomes

An evaluation will be made of the total program and much of it will be incorporated into the school curriculum. We also intend to share the results of our program with the other elementary schools in our district

contact

John Carlon
Principal
Joseph Badger Local Schools
6144 Youngstown-Conneaut Rd.
Kinsman 44428
(216) 772-4731

SCHOOL DISTRICT Fairfield City School District

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Grading Procedures

program description

The four subject coordinators, math, science, social studies and language arts, felt that it was necessary to study the grading procedures of all the teachers in the school, and to establish a common consensus on grading.

Each subject coordinator prepared a form for evaluating grading for his subject area. Teachers were asked to complete the forms for a grading period by telling:

1. The approximate number of daily grades given.
2. The approximate number of quizzes given.
3. The approximate number of tests given.
4. Whether a participation grade is given.
5. The percentage value given each area of grading.

Subject coordinators organized the survey results into a meaningful report for the teachers. From this, they and the teachers were to establish a general consensus in regard to the grading in each subject area:

1. The approximate number of grades given.
2. The percentage value placed upon that area.

descriptors

Evaluation of grading system

participants

Elementary teachers, K-6

program evaluation

Measurable data evaluating the existing grading attitudes

outcomes

Establish a general consensus about the grading procedures

contact

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Fairfield City School District
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Fairfield 45014
(513) 867-0220

SCHOOL DISTRICT Fairfield City School District

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Learning Characteristics for Children

program description

The special services staff felt there was a need to increase the teaching staff's awareness of teaching strategies to increase individualization of instruction. Our second inservice goal was to deal with such topics as sensory integration and how it contributes to the child's learning style. Our third objective was to help the teacher identify children's learning needs in the regular classroom and apply appropriate teaching strategies.

The three objectives were presented in the above sequence over a three-year period with each year's objective being presented in a one day inservice. Experts in the field initiated the concepts to be presented. During the year the special services staff, elementary supervisor, and support personnel followed up with individual and small group consultation to elaborate and extend the concepts of the one-day inservice program.

descriptors

Teaching strategies available to the classroom teacher to extend individualization of instruction
Perceiving sensory integration and how it contributes to learning styles
Identifying children's learning needs to facilitate the use of the appropriate teaching strategies

participants

All teachers K-5 in four elementary schools

program evaluation

Verbal reports from individual teachers and grade level groups to determine progress and application of techniques developed

outcomes

An enlightened staff and an increase in individualized programs for the several learning styles of children

contact

J. Storck, L. LaNouette, and
J. Lohmann, Psychologists -
Elementary Supervisor
Fairfield City Schools
5050 Dixie Hwy.
Fairfield 45014
(513) 867-5217

SCHOOL DISTRICT Green Local

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Individualized Study

program description

A presentation was given by a panel of three teachers from a neighboring high school on individualized instruction as it applies to three high school disciplines. Each teacher explained his program and illustrated his talk with various materials in use in the classroom.

The home economics teacher in our district has had this program underway in her department for a semester. She reported that the students like the individualized study and that she herself has been pleased with the results of the program.

A question and answer period followed.

descriptors

Evaluation of our present system of instruction
Suggestions for improvement of current teaching techniques
Value of individualized instruction

participants

Three teachers from another high school; one teacher from our school

program evaluation

Raised questions concerning present teaching effectiveness and curriculum
Created discussion among the faculty as to how an individualized program might apply in each department

outcomes

Individualized instruction continues in home economics and is now in our general math classes
Modified form is used in French III and IV. An individual study program designed for those students with high interest is also carried on in girls physical education and office practice

contact

Wilma Mitchell
Home Economics Instructor
Green Local Schools
East Main Street
Smithville 44677
(216) 669-6471

SCHOOL DISTRICT Indian Hill Exempted Village Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Team Planning for Student Learning

program description

A committee of teachers who had studied the results of a study of their students from a grade level screening, talked with other colleagues and suggested that each level meet with the psychologist, nurse, special teachers, reading teacher, principal and the classroom teacher. Information about the child was shared and a learning plan was developed for him or her.

Program is conducted at the beginning of October so that teachers have the opportunity to meet and learn something about their students.

descriptors

A special way of planning for students, and a cooperative team approach to planning individual programs for students. The program uses a child study emphasis with test results and controlled teacher observation. A new way to develop a prescription for learning for a student called the TLC program is also used.

participants

Classroom teachers, specialists, principal

program evaluation

Informal survey showed high acceptance and value of program

outcomes

Planned referrals to specialists and group educational planning for individual students

contact

Norita Aplin
Pupil Services Director
Mary Grove, Principal
8401 Montgomery Road
Cincinnati 45236
(513) 791-7921

SCHOOL DISTRICT Lucas County Schools

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Humanistic Education Symposium

program description

This symposium was first designed by Jack Ahern of the University of Toledo and Rita Sheperak, Lucas County Schools, to help educators learn about humanistic education strategies. It was their idea to give educators an opportunity to become exposed to new approaches to use in the classroom in this kind of way since it was nonthreatening and only lasted for one evening. It was felt that some educators not attending university classes may not understand some of the concepts of humanistic education.

There were three 50-minute sessions plus dinner.

The planning committee consisted of one person from nearly every school district in the metropolitan Toledo area. Brochures were distributed through local school distribution facilities to every teacher.

Our priorities were to get as many topics relating to a humanistic philosophy of education as was possible. Last year there were around 20 presentors. This year there are nearly 35 presentors. No one is paid for their time or talent -- which speaks to the dedication of the people doing the workshop sessions. Also, we have called entirely on local people, university personnel to counselors, administrators who are humanistic in their manner, teachers, consultants, psychologists, anyone who can present a topic well and who is willing to present.

The planning committee meets when needed -- at the beginning of the planning time usually once a month, and as the Symposium draws closer, more often.

descriptors

Many approaches to humanizing curriculum and classroom atmosphere, and new ideas and strategies
Values-related activities

participants

Teachers (K-12), counselors, administrators, interested parents, university students-- anyone may attend

program evaluation

Evaluation form filled out at the end of the symposium on format, content, specific suggestions for improvement, and an opportunity for participants to become active in the next year's event

outcomes

Last year's Humanistic Education Symposium was a "first". Because of positive response and willingness to help, there is another this year. The planning has been with a very broad base, involving all school districts in the area since October 1976.

contact

Rita Sheperak
Educational Consultant
3350 Collingwood Blvd.
Toledo 43610
(419) 241-3248

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Medina County Board of Education

AREA OF STAFF DEVELOPMENT Skills, Knowledge

INSERVICE THEME Teachers' Questions: Key to Student Thinking

program description

This Saturday inservice workshop was one in which teachers learned how to identify and phrase questions which require sophisticated thought.

Teachers were given information on what types of questions require different complexity of thought by students. Teachers were then given some methods to be used in wording such questions. Teachers were shown how some questions (simple yes and no questions) require little or no thought, but that some complex questions require deep thought on the part of students.

Most of the learning took place by actual participation in questioning.

descriptors

Hierarchical order of questions from those requiring little thought to those requiring serious and indepth thought were discussed
Types of questions requiring more verbalization also were studied

participants

Junior and senior language arts teachers from the four local school districts

program evaluation

Conferences with participants

outcomes

Materials which would help teachers ask questions which motivate and require students to do serious thinking were given out to participants
Materials which help teachers to phrase thought-requiring questions were given out.
Teachers were taught to use various types of questions

contact

John South, Secondary Consul't.
Medina County Board of Education
144 N. Broadway St. Box H
Medina 44256
(216) 723-3641, ext. 2257

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Miami Trace Local

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Preparation for Parent-Teacher Conferences

program description

How is a parent-conference to be successfully conducted?

Surveyed parents as to what they wanted to know about their child.

Discussed how to make schedules.

Material was disseminated pertaining to initial greeting, conference, and terminating conference.

Forms were developed on which teachers are to record ideas to be discussed at conference.

Plans were made for record-keeping.

descriptors

Basic principles of communication - verbal and nonverbal

Format of parent-teacher conference

Record-keeping

participants

All elementary teachers in grades K-8

program evaluation

Parents completed an evaluation form at end of parent-teacher conference

outcomes

A plan was developed

contact

June Slaughter
Supervisor of Elementary
Education
Box 624 - 414 E. Court Street
Washington Court House 43160
(614) 335-3010

SCHOOL DISTRICT Montgomery County Joint Vocational School

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Clinical Supervision

program description

Our staff appraisal-development committee identified a need for more uniformity and objectivity in the areas of classroom observation and evaluation techniques. We wanted to provide our supervisory and administrative staff with additional expertise to aid in the task of improving instruction.

Jerry Bellon from the University of Tennessee worked with our group for two days. He is nationally recognized as an authority in classroom instruction and observation techniques. His systemized approach is based upon the clinical supervision model.

Dr. Bellon emphasizes the importance of measuring classroom performance against predetermined objectives established by the teacher. Furthermore, he demonstrates the impact of various teaching patterns upon the learning process. With this knowledge the observer can develop skill in recording classroom patterns which may ultimately result in improved instruction. Also the observer and teacher are working together as a team with a base of data and many subjective value judgments are eliminated.

We are currently revising our entire observation-evaluation program and plan to implement required numbers of observations with both pre- and post-observation conferences per the clinical approach. Our limited experience to date has been very positive.

descriptors

Classroom observation techniques
Clinical supervision
Staff development
Evaluation

participants

Supervisors and administrators

program evaluation

Staff questionnaire
Teaching success and improvement
as demonstrated through staff
development

outcomes

Revision of current procedures
to include clinical supervision
approach throughout the district

contact

Dennis M. Devine
Director of Personnel
Montgomery Co. JVS
6800 Hoke Rd.
Clayton 45315
(513) 837-7781

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Muskingum County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Accommodating Differences Within the Classroom

program description

A two-week summer workshop was held on ways to accommodate differences within the classroom.

- Day 1 - Simulation -- whole group - teacher lecture
- Day 2 - Simulation - small group heterogeneous;
small group - homogeneous
- Day 3 - Individualized instruction - peer tutoring
- Day 4 - Combination of five above management styles
- Day 5 - Psychology of learning - breaking a concept into levels of sophistication.

Second week of inservice - from scope of a concept, develop learning materials to fit various styles, rate, environment and content.

This model of inservice, so valuable because of the simulation experience for teachers, was developed and conducted by Barry Dollar.

descriptors

Teacher self-evaluation;
ability to grow in flexibility
in four areas of teaching:

- Learning rate
- Learning content
- Learning style
- Learning environment

participants

Elementary teachers

program evaluation

Critical feedback daily and
at end of session
Implementation of one concept
into classroom setting

outcomes

Continued work on math concepts
into various learning levels

contact

Gloria King
Elementary Supervisor
Muskingum County Board of Educ.
1965 Chandlersville Rd.
Zanesville 43701
(614) 452-4518

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Muskingum County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Developing Skills in Use of Learning Centers

program description

Five-day workshop during summer for elementary teachers.

Day 1 - two local teachers shared a roomful of learning centers that teachers were using at their building.

Lecture was aimed at objectives of a center, management and evaluation.

Day 2 - many learning center books along with materials were available. Teachers formed a stated objective or objectives, constructed learning stations and/or learning centers.

Day 3-4 - continuation of first and second day programs

Day 5 - sharing of centers (written later into book form).

descriptors

Criteria for establishing centers

Organization for centers

Evaluation of centers

participants

Elementary teachers

program evaluation

Feedback from last-day sharing

outcomes

Better use of centers in classrooms

contact

Gloria King
Elementary Supervisor
Muskingum County Board of Educ.
1965 Chandlersville Rd.
Zanesville 43701
(614) 452-4518

SCHOOL DISTRICT Oak Hills Local

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Classroom Management

program description

A one-day inservice session was planned by curriculum specialists. During discussions with both administrative and teaching staff, a need for guidance in classroom management techniques had been established. Teachers felt that because of changing societal rules, changing student attitudes, and changing parental attitudes there was a definite need to become more skilled in classroom management.

October 22, 1976 was established as an inservice day for district personnel. After investigating possible resources, a professor from Miami University was scheduled to conduct the inservice.

The session consisted of large group discussion, individual response worksheets, slides, and videotapes. The planned result of this session was that teachers would garner ideas to incorporate into their personal classroom management skills and would evaluate themselves as to how successfully this was accomplished.

descriptors

Basic principles of classroom management
Identification of ways to isolate and demonstrate classroom management techniques
Acquisition and application of classroom management techniques

participants

Elementary teachers, grades K-6

program evaluation

Videotaping classrooms; teachers evaluate success as measured by workshop-established standards

outcomes

More awareness by teachers of their skills, or lack of, in classroom management
Greater teacher self-evaluation

contact

Jane Pittman
Intermediate Supervisor
Oak Hills Local School District
6479 Bridgetown Rd.
Cincinnati 45211
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INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Oak Hills Local

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Improving Instruction

program description

Having recently rewritten the secondary language arts curriculum, the staff decided to focus upon further refining those teaching strategies necessary for implementing the curricular changes. A list of the skill areas in which we felt most inadequate was compiled and the department surveyed for areas of major concern. We chose to address some of those areas on the district inservice day and others throughout the year at department meetings or through the supervisor's classroom observations. What follows is a description of the inservice day itself.

First, the day was modeled after NCTE workshops and conventions. The group chose to meet at a local hotel and to follow a format which offered individual choices yet supported group efforts. The morning sessions provided an opportunity for people to attend two of the five one-hour presentations by fellow department members. There was also time for a brief departmental meeting regarding a district censorship problem. The afternoon sessions concentrated primarily on composition skills, first in grade level discussions and, second, in a departmental exercise on holistic grading led by the advanced placement teachers and the language arts supervisor.

This inservice day was this department's first major effort at seriously exploring a sharing of individual or departmental expertise, and has proven a major influence in encouraging an ongoing sense of departmental renewal.

descriptors

Morning sessions:

- 1) Diagnosing Reading Skills and prescribing learning activities (Parts I & II)
- 2) Strengthening composition through sentence combining
- 3) Improving grammar instruction
- 4) Individualization: Where do I Begin?
- 5) Medea, Antigone and the Advanced Student (Parts I & II)

Afternoon Sessions on Composition:

- 1) Grade level discussion
- 2) Holistic grading exercise

participants

Secondary language arts teachers, substitutes, student teachers

program evaluation

One-page evaluation form completed by every participant
Individual discussion
Building department meetings

outcomes

More serious departmental discussions about instruction. Much stronger departmental rapport. A stronger commitment to educational excellence. A possibility of board funding for the publishing of at least one of the individual presentations

contact

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Oak Hills Local School District
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Cincinnati 45211
(513) 574-3200

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Oakwood City Schools

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Values/Discipline

program description

The Focus Committee of the school identified a need to intensify work on self-discipline for students, primarily in their attitudes toward each other.

A specific committee was formed to

- investigate and distribute appropriate information
- establish a rough draft of working guidelines for each classroom
- identify resources within and outside the school
- acquaint staff with better techniques.

After two years the level of caring among students has improved and the incidence of physical and mental abuse has diminished.

descriptors

Value clarification
Attitude development for improved caring
Classroom techniques
Resource identification

participants

Single elementary school staff and corresponding school community

program evaluation

Development of guidelines and the involvement of a broad range of staff, students, and parents

outcomes

Guide was developed, containing suggestions and resources

contact

Elmer Bartlett
Principal-Harman Elementary
735 Harman Avenue
Dayton 45419
(513) 293-3221

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Portage County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Helping Teachers Meet the Needs of Individual Students

program description

Three one-hour building meetings were held for all intermediate grade teachers (about one every week).

A committee of three teachers per building determined the agenda. They analyzed student achievement data to determine area of skill activities, and interwove activities and theories. The workshop format modeled individualization practices desired in the classroom.

descriptors

Structured reading activities
that build specific skills
Making materials for use in
classroom
Simulation

participants

Teachers

program evaluation

Pre and post teacher survey
of reading teaching needs
(strengths and weaknesses)

outcomes

Improved teacher-administrator
relations
Increased student achievement

contact

Barbara Wickenden
Education Consultant
Portage County School District
224 W. Riddle Ave.
P.O. Box 843
Ravenna 44266
(216) 297-1436

SCHOOL DISTRICT Reading Community City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Measurement of Learning Objectives

program description

This program was an attempt to improve instruction by immediate feedback to teachers and students about achievement on objective tests. Specifically, teacher designed tests are machine-scored and analyzed by computer. Data include scored answer sheets, item analyses, summary group data, and individual results. Because the turn-around time for the service is 24 hours both the student and teacher are able to determine areas of weakness and strength.

descriptors

Teachers developing specific skill in constructing objective tests
Using effective feedback to improve individual achievement

participants

High school teachers and students

program evaluation

The program's effectiveness is evaluated by student and teacher opinion surveys. In addition, teacher tests are evaluated

outcomes

Improved objective tests used in the classroom
More efficient use of teacher time

contact

James Boothe
Assistant Superintendent
Reading City Schools
Bonnell & Halker Aves.
Reading 45215
(513) 554-1800

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Revere Local (Summit County)

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Instructional Objectives Development

program description

Existing staff curriculum study committees wrote specific instructional objectives for each academic subject area and each grade.

Staff committees were assisted by subject area specialists from a local university.

Committees met from January to April 1977 to write the educational objectives in the desired form and format.

descriptors

Indepth study of all curricular areas, K-12
Identification of specific skills to be learned at various grade levels

participants

Academic subject teachers, grades 7-12, and selected elementary teachers, K-6

program evaluation

Pulling of ideas and suggestions from all staff members. Rewriting to attain desired phrasing
Instructional objectives will be revised as children's needs change

outcomes

Packets of instructional objectives, by grade levels, were printed and presented to staff in subject area meetings

contact

J. David Klingensmith
Superintendent
Revere Local School District
3496 Everett Rd.
P.O. Box 176
Bath 44210
(216) 659-6111

SCHOOL DISTRICT South-Western City

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME BASICS (Building and Applying Strategies for Intellectual Competencies)

program description

A need for developing and extending students' thinking initiated the investigation and implementation of the BASICS Program (Building and Applying Strategies for Intellectual Competencies). This program was developed by the Institute For Curriculum and Instruction in Miami, Florida. The BASICS Program consists of specific teaching strategies which assist teachers to:

1. Diagnose students' current level of development in terms of thinking skills, concepts, generalizations, etc.
2. Plan and conduct lessons in which children learn to use thinking skills with concrete, representational and symbolic forms of materials.
3. Plan and conduct sequences of lessons involving several thinking skills in order that children form concepts and generalizations and apply this knowledge to problem-solving situations.
4. Ask open-ended questions which help children clarify and extend their ideas.
5. Select and utilize specific thinking skills to gather data, to organize data, to make inferences about the data and, finally, to apply the data to new and different situations.
6. Teach and assist students to use specific thinking skills (see descriptors).
7. To utilize current facilities and district curriculum materials more effectively.

Participants meet for 44 hours of in-class instruction. Demonstration of each skill is presented, analyzed and practiced during these sessions. The techniques are then tried in the classroom by the teacher. A tape is made and returned to the BASICS instructor for critique. This provides for both the development of skilled teaching and the frequent opportunities for application to the particular needs of the children.

Once the formal inservice is completed, teachers incorporate the teaching strategies in the existing curriculum. Building principals and staff development teachers assist teachers in utilizing the strategies. Follow-up and review sessions are conducted by inservice specialists.

descriptors

Thinking Skills: observing, recalling, noticing differences and similarities, ordering, grouping, concept labeling, classifying, concept testing, inferring causes, effects and feelings, concluding, questioning, anticipating and making choices

participants

K-12 administrators, teachers
educational aides

program evaluation

Periodically administered participant evaluations, assessment of utilization of skills by building principals and staff development teachers

outcomes

Teacher: Reduction of teacher talk, open-ended questions, improve sequencing of teaching strategies and the organization of learning activities

Student: Ability to use specific thinking skills

contact

James Rudder
Assistant Superintendent of Curriculum
South-Western City Schools
465 Kingston Ave.
Grove City 43123
(614) 875-2318

SCHOOL DISTRICT Southern Local Elementary Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Individualization Using a Learning Center Approach

program description

In mid-November, all elementary (K-5) teachers were invited to an inservice that was a direct response to their request - "How can I individualize instruction in a self-contained classroom of 25 to 35 students?"

Because all regular professional growth days were planned, a separate time was set aside for this activity.

The teachers teach until 3:15 p.m. The workshop was held from 3:30 p.m. on a Thursday (agreed upon time by teachers and extended until 9 p.m.). Cookies, coffee, tea, and cocoa were provided when they first arrived. A chili and salad supper was served at 6 p.m. and the teachers could come 3:30 - 6 p.m. or from 6 - 9 p.m. or stay for the entire time. Of the 30 teachers who were invited, one was ill and couldn't come, four had family responsibilities and went home at 6 p.m. but the rest remained beyond 9 p.m.

A small charge was made for the supper which was prepared by the school cook.

descriptors

Teachers chose their own "Learning Station" and did one or two assignments and checked them
"Stations" were provided for all major curricular areas and at most grade levels including kindergarten

participants

Elementary teachers

program evaluation

Evaluation sheets were given to each participant asking for comments on format, presentation, and appropriateness of materials, and for suggestions

outcomes

All teachers involved have been making and using the "Learning Station" technique to reinforce certain skills in their classroom

contact

Helen Conrad (Columbiana County Reading Supervisor Schools)
126 East Chestnut St.
Lisbon 44432
(216) 424-7781

SCHOOL DISTRICT Stow City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Cognitive Style Mapping in the Teaching-Learning Process

program description

Raising the achievement level of students has been identified as a major need in education. A series of workshops on cognitive style mapping have included orientation to cognitive style mapping, diagnosis, prescription and management of instruction, criterion-referenced testing, and instructional design.

Through an interest inventory on cognitive style mapping the staff was able to identify 27 learning styles. Staff inservice consisted of diagnosis of student learning styles (cognitive styles), development of interest inventories for grades 3-6, 7-8, and 9-12, and designing strategies to provide for students learning through their major strengths and augmentation strategies for their negligible styles. Furthermore, staff inservice consisted of prescribing and managing instruction and developing criterion reference measures.

The effects of cognitive style mapping as a tool for personalizing instruction and instructional design have led to greater student mastery of skills.

A total of 136 participants were involved in a series of four workshops.

descriptors

Basic identification of the teaching-learning process
Analysis of the learners (cognitive style mapping)
Establishing goals for instruction
Identifying objectives
Designing strategies
Selecting resources
Evaluating performance

participants

K-12 teachers, counselors, psychologists, administrators

program evaluation

Evaluation of workshops by staff
Follow-up sessions for participants

outcomes

Staff developed interest inventories and observational determinants for grades 3-6, 7-8, and 9-12.
Student grades 7-12 were administered inventories and results available for staff and counselors
Teachers expertise has led to implementation and design of units in mathematics, foreign languages, English, and social studies

contact

Ron Davidoff
Director, Secondary Education
Stow City Schools
3732 Darrow Rd.
Stow 44224
(216) 688-8266

SCHOOL DISTRICT Tri-County Joint Vocational School

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Individualizing Management and Instructional Procedures

program description

The institute's purpose is to develop the skills of instructors, lead teachers and supervisors in assessing and accommodating students' different strengths and weaknesses. Assessment of learning styles will be emphasized. Prescriptive programming considering individual learning rates, interests, styles, and behavior will be planned.

The staff will learn to select and develop activities and materials that are interesting and fitting to the student's preferred and most efficient method for learning.

This institute was developed through combined efforts of the Education Department at Ohio University and the Tri-County Joint Vocational School.

descriptors

Participants will evaluate and revise a lesson to provide for alternative instructional methods that will accommodate different learning styles

participants

95% of the instructors and all supervisors and administrators

program evaluation

Pre- and post-assessments will be used. Activities and simulations will involve staff in self-evaluation and institute evaluation. Video tapes, teacher-developed materials, and self-report forms will be available

outcomes

Three days of evaluation, revision, and continued development will be held during the 1977-78 school term

contact

Ronald Smith, Director
Tri-County JVS
Rt. 1
Nelsonville 45764
(614) 753-3511

SCHOOL DISTRICT Wellington Exempted Village Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Staff Unification

program description

Staff members expressed a need to the administration of the middle school for better communication and improved staff relationships within the buildings. (McCormick is a structure with several buildings adjoined). The staff felt they were functioning like separate groups and especially like two separate buildings (junior high and elementary).

On an inservice day the videotape "Heart of Teaching" was shown. The staff was then divided into three groups (each with a leader-recorder). The groups contained staff members from both sections of the building (elementary and junior high). Staff relationship problems and curricular problems were discussed. Results of the discussions were reported to the administration with a request that the principal set up further meetings.

This resulted in the formation of the following committees: Progress Reports; Report Cards; Math; Science; English; History; Reading Unified Arts; Special Education; Music; Resource Persons. These committees are now functional. During the meetings some new teachers (and some teachers who remembered what it was like when they were new) expressed feelings of finding it hard to fit in. One suggestion was that all new teachers be assigned a "buddy" by the administration who would be available for information-giving, etc. Because of this a "Hospitality Committee" will be formed for the fall to help new teachers become familiar with the system, the building, and the staff.

This also resulted in a plan to invite teachers at all levels to inservice meetings next year. The teachers had said they would be willing to come to discussion groups that were worthwhile to them. They felt that these discussion groups should be set up by the administration and not arranged by the teaching staff. Next year's programs will be based on the NEA tape "Discipline--Day by Day" and the "Heart of Teaching" videotapes from the Agency for Instructional Television (Bloomington, Indiana).

descriptors

Identification of problems existing because of a large school with many grade levels and different time schedules for grades 4-6 and 7-8

participants

All certified staff members at the middle school (42 persons)

program evaluation

Periodic reports to the principal of each committee's progress

outcomes

At request of the staff, committees were formed in all major curricular areas. Meetings will be held in 1977-78 which will include all grade levels

contact

Walter Baney
Principal
McCormick Middle School
S. Main St.
Wellington 44090
(216) 647-2342

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Westerville City Schools

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Climate for Learning

program description

The purpose of the inservice is to study a climate for learning which focuses on the discipline needed to establish an environment conducive to learning. The study will give a clearer idea of the roles and responsibilities of teachers, learners, administrators, and others in creating this climate.

This study will look at four areas in particular--

1. Curriculum
2. Instructional arrangements
3. Evaluation
4. Staff Renewal

This study has been funded by Phi Delta Kappa International. It is a two-year program and we are in our first year.

descriptors

Identifying curriculum materials according to human characteristics

Identifying instructional arrangements that help develop positive school climates

Identify evaluation techniques that promote student growth

Identify staff renewal techniques to enhance positive attitudes

participants

Interested teachers and principals from district schools

program evaluation

Periodic assessment of inservice sessions as well as the practicum courses taken at Ohio State University

outcomes

Improve instruction for students
Improve the effectiveness of the teacher

Improve the interpersonal relationships within the school

Improve the communication with the community

contact

Tom Dickson
Director of Elementary Curriculum
Westerville Schools
336 S. Otterbein Ave.
Westerville 43081
(614) 890-0700

INSTRUCTIONAL CONCERNS

SCHOOL DISTRICT Xenia City Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Student Learning

program description

If teachers are to be more effective in facilitating student learning, they need to have a greater understanding of how students learn. The inservice program was designed to deal with this situation. Teachers were invited to attend a seminar which met outside school hours, twice each month. The topics for all meetings related to learning processes. Teachers were given articles or summaries of articles which dealt with student learning. The teachers came to the seminar for discussion, analysis, and application of the findings of the articles. Examples of topics include: memory, motivation, transfer of learning, influence of language on learning, etc.

Attendance was not compulsory and was limited for most meetings to a dozen or so teachers, so that all could participate easily in discussion and analysis of the articles. The leadership was in the hands of the assistant superintendent for instruction, at the request of teachers who wanted the planning to be done by someone who could give more attention to it than they felt they could.

Attendance at the seminars was as large at the end of the second year as it had been in its initial stages. This would indicate that the seminars met the needs of teachers so they were willing to attend such sessions outside the school day.

descriptors

Basic principles of student learning with application for the classroom

participants

Volunteer junior high school teachers

program evaluation

Continuous, verbal input from participants

outcomes

Teachers acquired skills and insight into student learning

contact

William M. Hill
Assistant Superintendent
Xenia City Schools
578 East Market St.
Xenia 45385
(513) 376-2961

KINDERGARTEN

SCHOOL DISTRICT Brunswick City

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Kindergarten Screening Program

program description

A spring 1976 meeting of kindergarten teachers, school psychologists, and the curriculum director identified the need for a kindergarten screening program for the 1976-77 school year. Participants decided to adopt a screening program that would have direct instructional implications rather than one which would merely identify handicaps. The school psychologists reviewed various programs and presented to the teachers a program developed in Waupun, Wisconsin, through ESEA Title III "Strategies in Early Childhood Education." Representatives from the Avon Schools, Avon, Ohio, which serves as a demonstration project for the program, were invited to a meeting to explain their program. A decision was made to adopt this program and teachers and psychologists observed the program in operation in Avon.

The school psychologists organized the screening program and plans were made to assess the verbal, motor, visual and auditory development of every kindergarten child in October. Approximately 25 parent volunteers were enlisted and trained to carry out the screening. Reading teachers, school counselors and speech therapists were also involved.

Several meetings were held by the school psychologists with the principals and parents of kindergarteners in each elementary school building to acquaint them with the purpose and procedures of the screening program.

In October, the school psychologists, in cooperation with the county learning disabilities supervisor, conducted an instructional materials workshop to provide kindergarten teachers with ideas and materials for developing individual instructional activities which were to be used in the classrooms following the screening.

Upon completion of the screening procedures, the school psychologists again met with the kindergarten teachers to help them analyze the screening results. A format for reporting the results to parents was developed. Teachers were assisted in forming a profile of each child's development in the four areas screened. At a meeting held in January the school psychologists discussed with the teachers how the screening results could be used in planning learning stations for each child individually based upon his or her level of development in each area. Plans were made for a meeting of the kindergarten teachers and school psychologists in May 1977 to evaluate the program and to plan for the 1977-78 school year.

descriptors

Identification of the need for a kindergarten screening program

Adoption of a program which yields results which can be used directly to plan individual learning experiences for every kindergarten child
Organization of the screening process including meetings with building principals and parents of kindergarten children

Development of an instructional materials workshop for kindergarten teachers

Analysis of screening results and planning for implementing the results through learning stations in the classroom

participants

Kindergarten teachers of five elementary schools, curriculum directors, school psychologists, parent volunteers

program evaluation

Periodic meetings of participants provided ongoing evaluation, an end-of-the-year meeting of teachers and psychologists to evaluate the program and determine needs for the 1977-78 school year

outcomes

A screening procedure was introduced and an attempt was made to use the results in planning individual learning experiences for all kindergarten children

contact

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SCHOOL DISTRICT Clark County Board of Education

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Activities for Building Curriculum (Kindergarten Level)

program description

Teachers expressed a need for materials keyed to the kindergarten assessment to promote student growth in specific areas. The materials have a retrieval system which facilitates their usefulness. They are cross-referenced by subject matter. For example, physical education including sensory motor and writing, music, arts and crafts, language and pre-reading activities, science, health and safety, math, self awareness and social studies and holidays. The materials are also cross-referenced by the use of the key sort systems so that materials can be quickly obtained for use in remediation of specific areas such as movement, coordination, balance, eye-hand coordination, verbal expression and sequencing and so forth.

descriptors

Explanation of use of a file box (A4BC)
Activities for building curriculum containing several hundred kindergarten activities keyed to the kindergarten assessment kit

participants

Kindergarten teachers
Parents of kindergarten students
Kindergarten aides

program evaluation

Questionnaires measuring usefulness and frequency of use
Number of requests from outside sources

outcomes

A more cohesive kindergarten group aware of appropriate remediations for specific problems

contact

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SCHOOL DISTRICT Clark County Board of Education

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Kindergarten Assessment

program description

Parents, teachers and administrators were assessed and the need established for more definitive information about kindergarten students at the outset of the school year. A profile was developed which indicates strengths and weaknesses in

gross motor
basic concepts
auditory memory
descriptive language
visual motor
visual perception

A baseline was established using over 1,300 students and a kit designed to measure the profile items in a manner that is gamelike and cognizant of feelings and the short attention span of kindergarten students. Teachers and parent volunteers have been given training in use of the kit, and teachers have had further training in translation of this information into classroom organization, materials and curriculum.

descriptors

Identification of skill strengths and weaknesses of kindergarten students
Identification of strategies to improve areas of need

participants

Kindergarten teachers,
parent volunteers

program evaluation

Questionnaires
Observations
Several measures of student progress hierarchical analysis
Matched pair study
Pearson Product Moment Correlation

outcomes

Assessment Kit developed including parent handout entitled "Parents as Partners in Education"
Meetings held to orient persons in the use of the kit

contact

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SCHOOL DISTRICT Cleveland Diocesan School System

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Curriculum Revision/Update of Science Guidelines K-12

program description

Teacher and Diocesan Education Office staff assessment of the 1971 Guidelines for Science for the Cleveland Diocesan School System during the year 1974-75 and 1975-76 preceded the program being described.

The revision and update of these Science Guidelines was the production of a group of elementary and secondary school teachers with a background in the area of science who were selected by the staff of the Diocesan Education Office. These teachers were guided in their curriculum-building by a curriculum design expert and a science specialist.

June 1976 to June 1978 was the time span in which the revision and update of the Science Curriculum K-12 was completed, and use of this Curriculum in the schools of the System will take place. Participants worked eight hours a day for five weeks during the summer of 1976 and on a part-time basis from August to November of that year.

Exchange of reports on curriculum research, establishment of the definition of "curriculum" as it was to be used in the new curriculum, reassessment of the philosophy and goals of the 1971 edition of the Guidelines for Science, and the making of major decisions regarding the basic content and format of the new science curriculum were the concern of the participants during June 1976.

Work on the production of the curriculum was completed in August 1976. Editing and further revision continued during September. Publication of the new Science Curriculum K-12 occurred in December 1976.

Orientation of some of the teachers in the system to the new curriculum was provided from February to May 1977 through the efforts of the regional superintendents of the System. This orientation will continue through the academic year 1977-78.

During the orientation process, feedback from teachers will be noted in order to establish data for future updating of the Science Curriculum K-12.

descriptors

Principles underlying curricular planning, implementation and evaluation

Science concepts and subconcepts by grade and subsumed under the universal categories of matter, energy, universe, life, environment

Curricular learning outcomes in science expressed as student-performance objectives for each grade from Kindergarten through 12

Sequence chart of science concepts by grade and by subject
Directives for the use of the Science Curriculum K-12 within a school, department and classroom

Resources for teaching science
Science textbook list K-8

participants

Eight elementary and three secondary teachers with science expertise

Curriculum design specialist
and science specialist

Curriculum director of Diocesan Education Office

Teachers of Cleveland Diocesan School System

KINDERGARTEN

program evaluation

Periodic reports on development of the Science Curriculum K-12 during the revision and update process

Record of feedback from teachers using the new Science Curriculum K-12

outcomes

The Science Curriculum K-12 was developed and published in December 1976

contact

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SCHOOL DISTRICT Cleveland Diocesan School System

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Revision of Mathematics Textbook Series

program description

The Cleveland Diocesan Education Office has directed and coordinated the periodic revision of a mathematics textbook series, New Ways in Numbers (published by D. C. Heath Company) since the early 1960s.

The 1974 edition of this series was due for revision and update with a projected publication date for the revised edition sometime in 1978.

The time schedule for (1) the revision project and (2) the publication of the new edition of these math texts spanned June 1976 to the summer of 1978.

In preparation for work on the 1978 edition of New Ways in Numbers series, a two-day workshop in June 1976 on the metric system and on principles of textbook construction was attended by the seven elementary school teachers of mathematics who constituted the Mathematics Textbook Revision Committee and by 12 additional teachers of mathematics.

Prior, also, to beginning work on the new edition, a questionnaire on the strengths and weaknesses of the 1974 publication was given to a sampling of teachers using the New Ways in Numbers series.

Revision of the Kindergarten-Grade 8 texts by the Mathematics Textbook Revision Committee under the direction of a mathematics textbook construction specialist from D. C. Heath Company and of the Cleveland Diocesan Curriculum Director took place during the summer of 1976.

During the academic year 1976-77, the revised text materials for each grade were piloted in three different classes at each grade level. Teachers in these classes were trained by the reviser of the text they were piloting.

They were also assisted through directives from the D. C. Heath Company mathematics and textbook construction expert.

descriptors

Basic principles of textbook construction as they relate to elementary school mathematics, and the application of these principles
Concepts and skills comprising elementary school mathematics
Instructional concepts and practices relating to the teaching and learning of mathematics
Application of data gathered on the merits and weaknesses of the 1974 edition of the New Ways in Numbers mathematics texts to the construction of a new edition

participants

Seven elementary school teachers with mathematics expertise
Twenty elementary school teachers of mathematics who piloted the revised textbook material
Specialist in mathematics textbook construction
Curriculum director of the Diocesan Education Office

program evaluation

Teachers piloting the revised textbook material evaluated the materials unit by unit and transmitted these evaluations to the text revisers
Evaluation of the total K-8 revision project in the summer of 1977 on the basis of: (1) data gathered during the pilot study, and (2) criteria for construction of elementary school mathematics textbooks

Further revision of the textbook material in the light of data accumulated during the pilot study took place in the summer of 1977. This work was done under the direction of the D. C. Heath Company specialist and the Diocesan Curriculum Director.

The summer of 1977 was also devoted to the rewriting of Teacher's Manuals to accompany each of the revised mathematics textbooks.

Publication of the textbooks, as well as Teacher's Editions of these books, will take place during the academic year 1977-78.

outcomes

First revision of Kindergarten through Grade 8 mathematics texts, summer 1976

Additional revision of K-8 texts, and final preparation for printing of texts, summer 1977

Teacher's Manuals to accompany K-8 texts, 1977-78

Publication of K-8 mathematics texts and accompanying Teacher's Manuals, 1977-78

contact

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SCHOOL DISTRICT Deerfield-Union Local

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Early Prevention of School Failure

program description

A meeting of kindergarten teachers, elementary principals, school psychologists, nurse, and speech therapists assessed the need for more educational emphasis on diagnosing learning needs and implementation of corrective teaching skills beginning at the kindergarten level and continuing throughout the education process. Project P.L.A.N. (Preschool Learning Adjustment Needs), Title IV-C, seemed to be an effective project which would provide the group with the funds and program necessary to identify the individual child's needs and to set up the appropriate teaching procedures. A project coordinator was appointed and a grant obtained.

Measurable objectives were pre-tests through screening for social behavior, health problems, language comprehension, speech, visual motor integration, and muscle coordination. Strengths and weaknesses were identified during a staffing session following the testing. The staff listed specific areas where teaching emphasis should be placed.

The project coordinator met with parents and PTA groups to develop a parent volunteer program. A parent volunteer workshop day provided instruction to parents.

Post-test for language comprehension and visual motor integration in the spring term will provide comparisons for advancements made and rate of advancement in specific skill areas for each child.

Staffing and discussions concerning the effectiveness of the program following the post-test will provide valuable input for better implementation of the program.

descriptors

Identification of learning strengths and weaknesses on an individual basis
Implementation of appropriate teaching skills to develop weak learning areas
Use of volunteers to provide individualized teaching

participants

Kindergarten teachers and aides, elementary principals, school psychologists, speech therapists, school nurse

program evaluation

Post-test after several months program implementation, collection of data from pre- and post-test for comparison and determination of learning progress

outcomes

The project is in its first year in this district, but the prognosis is for a continuation of it with implementation in each grade as the students progress

contact

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SCHOOL DISTRICT Pike County Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Kindergarten Screening Process and Developmental Learning Curriculum

program description

The screening and assessing of all kindergarten children soon after they begin school. This program is designed to detect existing and potential barriers to learning in young children so that individualized developmental programs can be designed and implemented early in their school year.

descriptors

Children will be screened and assessed during the first six weeks of school

participants

Director
Elementary supervisor
2 speech and hearing therapists
3 school nurses
1 EMR supervisor
2 psychologists
1 secretary
5 kindergarten teachers and aides

program evaluation

The evaluation of the program has been very good as many children's problems have been identified and prescriptions have been made with success in many areas

outcomes

Supervisor, teachers, nurses, etc., see that the needs are corrected. This information goes to first grade for follow-up

contact

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SCHOOL DISTRICT Richland County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Pre-School Screening and Follow-Up

program description

The local schools felt there was a need to provide screening for entering kindergarten students and programs to assist their development.

A committee of local, county and health board personnel was formed to establish a screening program. A revised committee was then formed to establish follow-up programs. This second committee was heavily weighted with kindergarten teachers.

Workshop programs and teacher assistance will be implemented during the next school year.

descriptors

Identification of individual needs of children and programs to strengthen weak skill areas

participants

Kindergarten teachers, consultants, school psychologists, and health personnel

program evaluation

Questionnaires to teachers and volunteers; informal evaluation by elementary consultants

outcomes

Screening program
Individualized kindergarten skills programs

contact

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SCHOOL DISTRICT Rossford Exempted Village Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Developmental Kindergarten

program description

In January 1976, it was determined through a needs assessment conducted among the kindergarten and primary teachers of the school district, along with the school psychologist and building principals, that a program should be started for those students who were five years of age, eligible for kindergarten, and had problems which would hinder their academic and social growth. Such problems as short attention span, severe gross motor capabilities, visual motor impairment, perceptual lags, immaturity (physical, emotional, social), and nonverbal children were considered as being specific criteria for placement in this program. The name decided upon for this plan was the Developmental Kindergarten program.

A screening program was conducted in September to help the kindergarten teachers of the district determine the limitations and capabilities of each of the children in their classes. This screening also acted as the primary source for student placement in the developmental kindergarten program. Placement for this class was recommended at a staffing session attended by kindergarten teachers, school psychologist, the building principal, the nurse, and the speech and hearing therapist. Student placement was contingent upon parental approval.

Initially, 11 students were placed in the program from the different elementary buildings in the system. Once the children were placed in the class, an individualized program was developed for each child in either academic or behavioral areas. It was a competency-based program in that the desired behaviors were broken down into skills and dealt with individually in a sequential manner. Detailed records were kept on each child's skill development and as these were mastered they were noted. The children were constantly being reassessed as to their total progress to see if program modifications were necessary.

The actual proof that this class has been successful will be determined in the success these children encounter in the primary classes. Before this time, however, the success can be shown by having three students phased into the regular kindergarten class, and eight of the children progressing to the primary classes next year, with two children needing possible placement in special classes. Without the development program many of these students would have either spent additional time at the kindergarten level again next year, or would have gone on to the primary level lacking many of the skills they now possess.

descriptors

Teacher observation and staffing
Fall screening program to identify strengths and weaknesses
Developmental kindergarten teacher input and record keeping

participants

Kindergarten teachers in the district; school nurse; speech therapist; school psychologist; building principal

program evaluation

Supervision and evaluation by school psychologist
Teacher evaluation of each child periodically

outcomes

Testing and use of skills check list to monitor strengths and weaknesses in relationship to other primary students
Observation of children by classroom teachers

contact

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MOTIVATION

SCHOOL DISTRICT Danbury Local School

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Motivation - TV Self-Evaluation

program description

The original inservice grew out of the major need identified through a countywide K-12 reading needs assessment project. The need most commonly identified in all areas was that of motivational techniques.

A university professor, strong in this area, was contacted to present an inservice program for local K-12 teachers. Planning was done with the professor to establish goals for the program. It was discovered that many of the techniques he would present required some modification of teacher behavior. If teachers were to assess their own performance, make modification, and then evaluate the results of changes in light of modification, then they needed some tool to help them.

Title IV-C adaptation grants were soon to become available. A neighboring school who had received a grant in TV self-evaluation agreed to show how this could assist teachers in the very areas we were studying.

A twofold inservice program was designed.

descriptors

University professor discusses general motivational techniques with K-12

Professor discussed indepth techniques with K-6 then 7-12 teachers

TV self-evaluation presented as means of teachers assessing their behavior change, and the resulting effect on student motivation

participants

Teachers K-12

program evaluation

Original Inservice

1. Feedback from inservice reports
2. Questions regarding teachers willingness to participate in TV self-evaluation

TV Self-Evaluation

1. Evaluation forms which are an inherent part of the program
2. Informal local evaluation of effectiveness

outcomes

Teachers saw value of TV self-evaluation program. 80% wished to participate.

Title IV-C grant was awarded and program of TV self-evaluation is now in progress

contact

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MOTIVATION

SCHOOL DISTRICT Hopewell-Loudon Local

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Affective Education

program description

A team of six, made up of educators and laymen, felt there was a need to help students of all ages with problems which are common to most students. Teaching in this subject area, affective education, was new to most of our teachers.

The first step was to arouse an interest in the program. A series of 45-minute inservice meetings were set up to acquaint teachers with affective education concepts and to show how affective lessons could be integrated into the regular curriculum. A two-day workshop at a YMCA camp helped in getting people involved.

After this program was off the ground and some teachers were using affective methods, a series of meetings were scheduled to share methods, failures, and successes. From this series of sharing meetings, real progress was attained.

Each year new teachers are given some training and explanation of what is being accomplished in the area of affective education.

descriptors

Identification of common student problems
Identification of solutions and methods of understanding student problems

participants

All teachers and administrators in the system

program evaluation

No concrete results can be stated as the program is designed to prevent problems, most of which are emotional problems of students

outcomes

More teachers have a better understanding of students' problems and needs. Teachers are more likely to help a discipline problem instead of strictly applying a disciplinary action

contact

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MOTIVATION

SCHOOL DISTRICT Medina County Board of Education

AREA OF STAFF DEVELOPMENT Skills, Attitudes

INSERVICE THEME Creativity and Motivation

program description

The county office staff seeks inservice requests from teachers. Teachers from the four local school districts indicated a desire for new ideas in motivating students to do creative writing.

Caesar Carrino, University of Akron, was selected to head a Saturday work seminar. Teachers learned techniques for motivating creative writing and observed procedures which can be used to stimulate student writing.

Teachers' writings were used as examples of what could be achieved by the techniques given in the seminar.

Introduction to creative writing and follow-up by positive evaluation of teachers' writings gave teachers new insight into how to motivate students.

descriptors

Innovative techniques for motivational activities for use by classroom teachers in the language arts

participants

Teachers of learning disabilities, educably mentally retarded, and regular kindergarten through sixth-grade classes

program evaluation

Discussion with teachers and observation of teachers' use of above presented techniques

outcomes

Packets of material listing several techniques to motivate students' creativity in the language arts were given out. Teachers shared ideas for above. Teachers used the material ideas gained

contact

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MOTIVATION

SCHOOL DISTRICT Muskingum County Board of Education (West Muskingum Local)

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Individually Guided Motivation

program description

Individually Guided Motivation is integrally related to the Individually Guided Education concept, but it may also be successfully utilized in a self-contained classroom. Its use is not limited to a particular age group, but may be applied from the primary level to the secondary level.

Many teachers were aware that some pupils lack behaviors and skills such as attending to a task, setting and attaining goals, correcting errors, working independently, planning use of free time, taking care of personal and school property, and participating as a member of a small group. Lack of these skills hindered attaining instructional objectives.

Individually Guided Motivation consists of four motivational instructional procedures which provide a focus for the staff of a school to take action to increase the motivation of students. The four components of Individually Guided Motivation are:

- 1) motivating children to read independently,
- 2) goal setting conferences,
- 3) guiding children as tutors and,
- 4) children becoming increasingly self-directive

The inservice took place one evening each week for three weeks. (A total of seven and one-half hours)

descriptors

Basic principles of motivation
A self-pacing program using learning centers and direct instruction

participants

Teachers, elementary and middle school

program evaluation

Questionnaire, discussion after implementation of one technique

Keeping track of number of books read independently by children

outcome

Teachers using a motivation technique
Parent volunteers also trained

contact

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SCHOOL DISTRICT Dayton City Schools

AREA OF STAFF DEVELOPMENT New Teacher Orientation Program

INSERVICE THEME An Introduction to Dayton Public Schools

program description

During the 1975-76 school year we conducted two needs assessments for our new teachers. The assessments were designed by a committee of teachers and administrators. The results of these two needs assessments were used to design the August 1976 program for new teachers.

This needs assessment was analyzed by a committee consisting of several first year teachers, experienced teachers, and administrators.

Participation in this two-day program was the condition of employment for new teachers and was held at Sinclair Community College in downtown Dayton. A guided optional tour designed in cooperation with the greater Dayton Area Chamber of Commerce preceded the two-day program. Although a small percentage of the newly hired staff participated, those who did found the tour interesting.

The two-day required sessions included welcoming addresses by the president of the board of education and the superintendent, a slide story of the Dayton Public Schools by our public information officer, a report of Dayton's desegregation program by an assistant superintendent, and a keynote speaker donated to us by the National Cash Register Company's Speaker Bureau.

Music at a buffet luncheon for the new teachers was provided by one of the new teachers. The luncheon was followed by afternoon sessions with their supervisors.

The second day, teachers were welcomed by the president of the Dayton Education Association. Psychologists got everyone participating in simulated classroom experiences, and a principal presented his point of view. The second-day luncheon was provided by the Dayton Education Association, and the afternoon program highlighted our teachers of the year who made 15-minute presentations and then led discussion sessions.

descriptors

An orientation program for newly hired teachers

A get-acquainted program introducing new staff members to both programs and staff

participants

Newly hired certified staff members

program evaluation

A questionnaire prepared by the staff development committee was administered at the end of the two-day program

outcomes

New teachers will have a better understanding of school programs and the desegregation plan, and will have resources to call on for assistance, when needed

contact

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SCHOOL DISTRICT Diocese of Columbus

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME New Teachers' Meeting

program description

A committee of veteran and first-year teachers was assembled to explore the needs of a first-year teacher and the needs of a teacher new to the system. The group assessed the following as needs prior to the school year: 1) identification of department of education staff members and their areas of expertise, 2) an overview of the diocese or school system (geographic, cultural, number of students, etc.), 3) the difference in Catholic Education, 4) interaction with veteran teachers, 5) information on the teachers organization, 6) and familiarity with curriculum areas.

An inservice day was set for mid-August. The original committee organized the day which included talks, small group discussion with veteran teachers, centers which dealt with various curriculum areas at various levels, and a resource booklet which included names of teachers throughout the diocese with expertise and who were willing to assist the new teachers at any time.

The day was evaluated by questionnaire. The day was very successful and helpful, the new teachers reported.

descriptors

New teachers' inservice
Orientation meeting for teachers
new to a system

participants

New or first year teachers
Teachers new to the diocese
or system

program evaluation

Questionnaire administered to
participants

outcomes

Veteran teachers will continue
to organize and arrange new
teachers' meetings

contact

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SCHOOL DISTRICT Mogadore Local

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Supervising Student Teachers

program description

The utilization of, and experience provided for, student teachers in our school has largely been the responsibility of the supervising teachers. The faculty felt a need to (a) provide some assistance to the supervising teachers in working with student teachers and (b) to provide some uniformity in evaluating the student teachers' progress and success.

One of our staff members, currently completing graduate work, developed a handbook of techniques on working with and evaluating student teachers.

A local university agreed to assign a number (6) of student teachers to the building at the same time. Eligible staff members who indicated an interest in working with a student teacher attended a one-day workshop to become acquainted with the materials and procedures in the handbook. The group continued to meet on a regular basis throughout the academic quarter to discuss the problems, to evaluate the progress of their student teacher, to give and accept suggestions from other supervising teachers in meeting individual problems.

The student teachers also met on a regularly scheduled basis for approximately the same reason.

descriptors

Developing a method of supervising and utilizing student teachers assigned to our building.

participants

All staff members interested in being supervisor teachers for student teachers

program evaluation

Regularly held group meetings of all supervising teachers, student teachers, and university personnel

outcomes

A manual for supervising student teachers was developed. General comments of supervising and student teachers indicate less anxiety on the part of both was a most important result. Additional workshops are planned for the future

contact

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SCHOOL DISTRICT Richland County Public Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME New Teacher Orientation

program description

The county office staff meets to determine extent and order of services to be introduced. Appropriate hand-outs are then developed and printed. Each new teacher receives a packet of informational materials. This is usually done in early June.

In August each district transports their new teachers to the county office for a 90-minute session. An overview of services is presented to the large group. The second half of the session is spent in small groups with the new teacher meeting with personnel he will be working with throughout the school year.

descriptors

County office services include curriculum, instructional, attendance, child study, film center, media preparation facility, clerical and courier; legal as well as service functions

participants

All teachers who are new to Richland County, regardless of any other previous experience

program evaluation

New teachers are questioned as to the value, strength and weaknesses of the program in the personal follow-ups conducted by the staff. Also district administrators are questioned for their views and feedback

outcomes

The objective is to familiarize new staff members with the services available from the county office. As a result of this program, we have noted increased use of many available services

contact

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NEW TEACHER ORIENTATION

SCHOOL DISTRICT Richland County Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME "Substitute Teacher Workshop"

program description

A survey of substitute teachers by the local districts indicated a need for updating knowledge in curriculum areas and a need for information regarding substitute teaching.

It was decided to hold this workshop once every two years. Prior to each workshop a survey is given to active substitute teachers in order to assess current needs. The workshop is held in August in order to accommodate new substitute teachers before the school year begins.

In conjunction with this workshop, substitute teachers are given a handbook of information. This handbook is updated yearly and given to all new substitutes.

descriptors

Curriculum changes within the county
Certification, expectations, liability of substitute teachers
Classroom management
Preparing for substituting

participants

Substitute teachers

program evaluation

Evaluation form given to participants

outcomes

More confident substitute teachers
Substitute teachers handbook

contact

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SCHOOL DISTRICT Akron Public Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Teacher Renewal

program description

In recognizing the need for teacher renewal, the English, foreign language, mathematics, science and social studies curriculum specialists conduct Dialog Days. On 24 half-days each year, one teacher from each of the ten junior high schools or nine senior high schools meets with the appropriate curriculum specialist to share successful teaching methods or activities.

The purpose is to create a sharing situation and to permit teachers to hear what and how other teachers are teaching. Additionally, some instruction in using a new method is provided. This year the teachers have been taught how to make color-lift transparencies.

Dialog sessions are conducted throughout the school year. Principals select the teachers, but no teacher from a department attends a second time until all members have attended once.

Follow-up activities by the curriculum specialists involve summarizing some of the methods presented in the Curriculum Update Bulletin.

descriptors

Teacher renewal, sharing methods and activities, identifying successful methods, curriculum update bulletin

participants

English, foreign language, mathematics, science and social studies teachers

program evaluation

Written evaluation of each session by participants

outcomes

Teachers trying new methods/ activities they have heard. Curriculum Update Bulletin sent to all teachers in the departments

contact

Secondary Curriculum Specialists
Akron Public Schools
Colonial School
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Akron 44314
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SCHOOL DISTRICT Beaver Creek Local Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME "You Are The Difference"

program description

An inservice steering committee made up of an equal number of teachers and administrators developed a questionnaire that went to every certified staff member asking them to identify needs and interests that each would like accommodated at an all-day inservice meeting. Information was compiled and resource materials and personnel secured to meet the specific staff needs and interests; staff members were then asked to select three topics from a list and times were assigned each topic.

At the end of the inservice day an evaluation form was completed by teachers indicating a specific new usable idea or technique they acquired that day, program strengths, weaknesses, and suggested improvements in format, content, facilities, and resource persons.

Evaluations are identified by building and copies given to the building principal in order for them to follow up during the remainder of the year.

The steering committee acquires its members for the ensuing year and meets in June in order to prepare for next school year.

descriptors

Practitioner - Consultant sharing ideas that work in the classroom where all types of children with individual differences are encountered. Specific techniques dealing with classroom management, possible drug cases, academic subject areas and testing.

participants

Elementary and junior high teachers primarily, but open to anyone.
Junior High and Senior High teachers primarily, but open to anyone.

program evaluation

Teachers rate topics from "very worthwhile" to "not worthwhile". Opinions as to program strengths and weaknesses along with suggestions for improvement are expressed in writing.

outcomes

Specifics regarding improvement are solicited and followed up by next year's steering committee. Also, individual building needs are identified and presented to each building principal for follow-up at the building level.

contact

Roger L. Coy
Assistant Superintendent
Beaver Creek Local Schools
2940 Dayton-Xenia Rd.
Xenia 45385
(513) 426-1522

SCHOOL-DISTRICT Bellevue City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Educational Games

program description

After a survey of the teachers in the elementary area, it was evident that there was a need in the area of educational games. The elementary coordinator with teacher input set up an all-day workshop.

A period of one month was used for the coordinator to prepare the materials for the workshop. Sixty-three games were constructed with examples and instructions for each. Materials to construct all of these games and others were brought to the workshop site by the coordinator. The most appreciated of the equipment provided was the laminator. Its use will make the games last much longer.

descriptors

Educational games, examples, books, and worksheets on games
Identification of the grade level and its use given for each game

participants

Elementary teachers and principals of the school district and elementary supervisors from other school districts

program evaluation

A questionnaire was given to each participant of the workshop to be completed and returned before leaving the workshop

outcomes

Many educational games were constructed the day of the workshop and many more since

contact

Virgil Lambert
Elementary Coordinator
Bellevue City Schools
125 North St.
Bellevue
(419) 483-5121

SCHOOL DISTRICT Berea City Schools

AREA OF STAFF DEVELOPMENT Skills, Knowledge, Attitudes, School Needs

INSERVICE THEME Certificated and Classified Personnel

program description

A committee of 18 staff members representing all district employee groups--teachers, administrators, and classified employees--volunteer to serve as the districtwide staff development committee. The function of this committee is to encourage individual and group staff development programs.

The Staff Development Project is financed yearly from school district operating funds. Consultant fees and workshop materials are financed by the project. Staff members who participate in evening, weekend or summer programs are paid a specific stipend.

The 18-member committee convenes once a month during the school year to act on staff development proposals which have been submitted by staff members or initiated by the committee itself. Proposals requesting funding for less than \$600 are acted upon by special staff development subcommittees.

Specific staff development goals and objectives, incorporated in the district's Five Year Plan, guide the committee's decision-making process.

Staff development programs conducted during the school day are called Impact Sessions. These sessions are designed and implemented by the district's instructional department. A limited number of teachers are released from their classrooms to attend Impact Sessions which are designed to meet specific needs.

Staff development programs are also conducted in the evening and on weekends during the school year. These programs are often initiated and conducted by in-house personnel. Staff members may also request approval to attend workshops outside of the district. If such requests are approved, substitutes, workshop and travel expenses are provided.

During the summer months the staff development program offers extensive and varied opportunities for employees to participate in growth experiences. Teaching styles, classroom management techniques, and human relations skills are only a few of the many workshop categories. Approximately two-thirds of the teaching staff, along with many classified employees, volunteer each summer to attend seminars and workshops.

Each year one-third of the staff Development Committee is rotated and replaced by volunteers.

descriptors

Staff Development Program is designed to provide growth experiences for all classified and certified members. Programs are developed to meet identified staff needs. Individuals as well as groups can apply for project funding provided by district operating funds and administered by an 18-member committee.

participants

All staff members, certified and classified, are encouraged to participate in staff development opportunities.

program evaluation

Each staff development program must include an evaluation process which is often unique to the program. Evaluation is based on participants' reaction to program and program goals and skills, idea, etc. received by participants. A file is maintained on all program evaluations.

outcomes

Staff members obtain practical ideas, skills, and techniques which enhance their job performance.

contact

Gary N. Puntel
Staff Development Coordinator
Berea City School District
7247 Big Creek Parkway
Middleburg Hts. 44130
(216) 243-6000

SCHOOL DISTRICT Berea City Schools

AREA OF STAFF DEVELOPMENT Skills, Knowledge, Attitudes, and School Need

INSERVICE THEME Impact Sessions - Specialized Staff Development Experiences

program description

The Impact Session Concept was designed as a major vehicle to work with small groups of teachers during the school day to individualize staff development. The primary goal is to continue to improve the instructional program for all students (K-12). The Impact Session has been implemented to serve as a thrust to strive toward school district, building, department, program, or curriculum committee goals.

A specific number of reserve teachers are available to release the elementary or secondary teachers from their assignments for one-half day or one day. Prior to the Impact Session, representatives of the participants plan the session. As a result of a needs assessment, goals of specific action steps, a timeline, and an evaluation procedure are determined.

A focus of the Impact Session Concept has been on the individual building, its departments, and its programs. Therefore, the building principal has served as a leader in staff development and has the responsibility for specific follow-up and outcomes.

descriptors

Goal-based individualized staff development, needs assessment of school district, building, department, program, or committee, involvement of participants in advance planning On-the-job training using reserve teachers, working with small groups on a specific task
Evaluation procedures related to goals, principals involved in curriculum

participants

Small groups of elementary or secondary teachers who have a common purpose

program evaluation

A variety of formal and informal measures of evaluation are employed to determine the effectiveness of the Impact Session. Questionnaires, conferences, observations, and conversations are some of the measures which are used

outcomes

The degree of attainment in relation to the goals serves as a major outcome because the goals of the Impact Sessions determine the outcomes. The next steps, which are defined during the Impact Sessions, and the identification of additional goals, needs or tasks are also outcomes

contact

James W. Langer
Director of Supervision
390 Fair St.
Berea 44017
(216) 243-6000

SCHOOL DISTRICT Caldwell Exempted Village Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Staff Development

program description

An administrative-initiated workshop series was developed by the school psychologist, with the elementary counselor, to build on strengths of the special education staff.

Goals of the participants were explored at the initial session and incorporated into the remaining sessions, along with the initial objectives.

Weekly sessions following school were held in January and February with follow-up sessions held individually and with the whole group.

descriptors

Positive discipline
Developing trust
Dealing with frustration and tension
Interstaff communication

participants

Special education teachers and administrators

program evaluation

An evaluation form filled out by participants at the end of session three
Anecdotal report of behavior change

outcomes

Individual and group follow-up sessions were held. An increase in positive interactions between staff members and the use of positive discipline procedures were noted.

contact

Ann Prince, School Psychologist
Caldwell Exempted Village School
516 Fairground St.
Caldwell 43724
(614) 732-2663

SCHOOL DISTRICT Canfield Local Schools

AREA OF STAFF DEVELOPMENT Skills, Knowledge, Attitudes, and School Need

INSERVICE THEME Teachers, Administrators, and Curriculum Council Generated Topics

program description

The assistant to the principals, as a representative of the administration, formed an ad hoc committee with two representatives of each building in the system to plan, implement and evaluate the 1976-77 Professional Inservice Day. The purpose is to augment on-going inservice which is provided by grant-related activities, use of county office or university resources or department level, grade level or building level program. Input was accepted from the superintendent, the curriculum council, and all teachers concerning appropriate issues or subjects. The input from the curriculum council was based on the items in its priority needs list which had not been successfully cared for as of that time.

The committee selected nine subjects and searched out nine appropriate speakers. The search for appropriate speakers was conducted with the assistance of the State Department of Education, Division of Special Education, the County Office, Youngstown State University, the Adult Mental Health Clinic, Kent State University, The Martha Holden Jennings Foundation.

The format for the program used was similar to that often used by the divisions of the State Department of Education. There were three morning sessions each of which had five or six speakers making presentations. Each participant elected a different workshop each hour.

Based on participant pre-registration, each speaker was scheduled to give one, two or three sessions.

The three sessions were followed by a luncheon and a guest speaker.

The committee was responsible for all tasks listed above as well as for the logistics.

All administrative and instructional staff members attended. Also attending were student teachers and several university professors from the Canfield Project Teacher Education Center.

descriptors

Information dissemination; many facets of professional concerns including teacher welfare, individualized treatment of students, student problems, teaching methods
Initiating long-term professional relationships between district and presenters

participants

All teachers and administrators of Canfield Project (Teacher Education Center) students
University professors
Speakers

program evaluation

Anecdotal questionnaire in process of being administered

outcomes

Prolonged inservice

contact

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Assistant to the Principals
Canfield Local Schools
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Canfield 44406
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ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Celina City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Systemwide Policy-Making Linking Group Development

program description

With the installation of a number of new administrators in the school system including a new superintendent, it was decided to have each building elect a number of representatives proportionate to the number of teachers in a building. These teachers joined all the administrators of the school system in a one-week development of the linking group system in the school system.

The daily program was directed by two individuals from outside the region and not involved with the system in the past.

descriptors

Describing the present barriers to the communication system and the general problems seen by both teachers and administration

participants

All the system's administrators
Representative 10% of the systems' teachers

program evaluation

Coffee clatches every two days with building representatives and discussion of the process

outcomes

Development of the following:
Curriculum committee
Professional Growth committee
Communications committee
Department Chairmen
Grade-Level Chairmen

contact

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Celina City Schools
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ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Cincinnati Public Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Local School Staff Development Process

program description

A local school provides opportunities for employees to participate in a learning-teaching process by sharing their skills with others. This self-renewal system is based on a local school inservice needs assessment.

Inservice activities should be planned over a three-year period. Broad goals are established by the staff as a part of the inservice needs assessment activities. Long-range planning goals would eliminate isolated inservice activities planned for staff.

An inservice committee, established by the school administrator in late April of any given school year, should be comprised of at least one representative from each category of persons on the staff. A committee of five to seven members usually is appropriate.

The committee members have the responsibility of reviewing and analyzing such documents as surveys, local school needs assessment, board goals, and any other document which has implications for inservice needs. The top two to three inservice needs should become those areas of emphasis during the school year.

When the inservice areas have been identified, a resource identification survey should be administered to all staff members. After the survey forms have been reviewed and categorized, a more detailed description of the inservice activity should be requested from each potential activity leader. The information on the worksheet should be compiled in an inservice handbook.

The activity worksheets should be compiled and placed in sequential order by dates in order to establish an inservice calendar. It is suggested that the printed schedule include the following information: Title; Objective; Eligible Participants; Date; Day; Time; Location; Number of Sessions; Number of Participants; Activity Leader.

Participation in the inservice activities for the most part should be on a voluntary basis. It should be understood that staff members may select and participate in those activities of interest. However, all staff members would be expected to participate in a given number of inservice programs.

descriptors

A variety of inservice activities will emerge based on the skills of the existing staff. The range of activities may be controlled through the inservice needs assessment conducted in the spring of the year.

participants

Employees of a local school

program evaluation

A standard form should be developed and administered to evaluate each inservice activity.

outcomes

A handbook of inservice activities should be published annually based on the inservice needs of personnel in the local school.

contact

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Cincinnati Public Schools
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Cincinnati 45202
(513) 369-4985

ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Columbiana County Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Microteaching

program description

The EMR supervisor and a university consultant scheduled 60-minute visits with each EMR teacher to collect data on instructional techniques, skills, and behavior patterns.

Each observer used a component skills rating form to determine the basic needs of the teachers.

The teachers attended seven monthly training sessions in which the university consultant gave instruction in the performance of the needed skills identified during the observations. There were seven training skills identified.

Following each training session, the teacher prepared a five-minute lesson that focused on the training skills.

The teacher demonstrated his ability to use the training skill by teaching the prepared five-minute to four or five students. The lesson was videotaped and an evaluation form was filled out by the supervisor. A substitute teacher, who was employed for one year to help with the project, worked in another room with the students who were not involved in the microteaching process.

Following the five-minute lesson presentation, the teacher and supervisor critiqued the videotape, discussed the evaluation form data, and considered the teacher's own reflections of the lesson. The critique period was designed to help the teacher think of ways to improve his performance for the next teaching session.

The teacher was given a 15-minute planning period to make revisions in the lesson. He was given a new group of students who were taught the revised lesson. The lesson was again videotaped and observed. The evaluation form was filled out by the supervisor.

Following the reteaching, the teacher and supervisor held a ten-minute critique session to evaluate the retaught lesson and to consider suggestions of ways to further improve the skill.

This procedure was followed each month until the seven identified skills had been refined by the teacher.

Following the seven-month training session, the EMR supervisor and university consultant observed in each classroom and collected post-data using the component rating skill to determine if the teachers were using the training skills as teaching tools and applying them rationally.

descriptors

The microteaching process was used to provide a safe realistic setting in which the teachers would receive systematic training to develop their professional competencies, maintain professional skill, and stimulate continuous growth

participants

30 teachers of the Individual Assistance Classes (EMR) and 450 EMR students in Columbiana County

program evaluation

Pre- and post-data collected using a component skills rating scale
Evaluation forms were filled out by the supervisor after each instructional session
Videotapes of each instructional session were critiqued by the teacher, supervisor, and university consultant. The Flanders Interaction Analysis was used with each tape

outcomes

The pre- and post-test data showed significant changes in the teaching techniques of 28 of the 30 teachers
The model microteaching session tapes were kept on file to be used with other teachers for instruction and discussion

contact

Ruth C. Weaver
IAC Supervisor
Columbiana County Schools
County Annex I
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Lisbon 44432
(216) 424-7781

SCHOOL DISTRICT Columbiana County

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Self-Evaluation

program description

Staff and administration working on common problems wanted to develop a self-renewal, nonthreatening inservice to improve teacher proficiency.

The teachers were videotaped for self-review. The option of others critiquing was left up to each teacher. This could be a peer teacher, administrator, or supervisor.

University people met with staff on Saturdays and a few night meetings during the months of September and October. From November through June, the self-evaluation filming took place.

descriptors

Review of several evaluation instruments
Identified areas of concerns or weaknesses with college team and administrators
Define procedure to follow in taping and review of tapes

participants

All middle school teachers

program evaluation

Tapes reviewed with others at request of teacher. College critiques available. Teachers could observe their own attitudes as well as pupil attitudes on split screen TV

outcomes

All teachers see themselves differently so that instructional improvement can be accomplished

contact

Peter F. Marra
Columbiana County Board of Education
126 East Chestnut Street
Lisbon 44432
(216) 424-7781

ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Coventry Local

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME "Learning Problems - Dialogue and Interaction"

program description

A committee of selected teachers and principals from the elementary, middle, and high schools organized the inservice day.

An informal needs assessment was conducted in the respective schools by the committee members.

A majority of our teaching staff expressed a need and an interest in updating professional awareness and concern with learning problems and disabilities of students.

As a result, the theme "Learning Problems - Dialogue and Interaction" was chosen. Six major areas to be covered were identified as follows: visual and visual motor, auditory-language, gross motor, behavioral, social/emotional, and gifted. Thus, six seminar groups were outlined and professional people were solicited to serve as seminar leaders in their area of expertise. These leaders included psychiatrists, clinical and school psychologists, child guidance center personnel, educational specialists, vision specialists, and learning disability supervisors who work in the community.

The inservice day began with a general presentation which all staff members would attend. This presentation concerned the overall dimensions of learning disabilities, including an historical overview, definitions, prevalence, etiology, diagnosis and educational provisions.

The remainder of the day was divided into three periods, each lasting 80 minutes. During each of these periods, the six area seminars were conducted simultaneously in different rooms throughout the high school building. Each seminar included a keynote presentation by the seminar leader followed by an opportunity for the participants to interact and ask questions.

A week before the actual inservice day, all staff members were given a schedule in order to select three seminars. The schedules were then compiled by the inservice committee members to insure a proportional representation from each school building and each level (elementary, middle, and high school).

Additionally, one teacher was assigned to each seminar to serve as a recorder. The recorders' notes were then distributed to all staff members subsequent to the inservice day to give them a general overview of those sessions they were not scheduled to attend.

Each staff member also received a Manual on Learning Disabilities which had been prepared by the school psychologist.

descriptors

Overview of learning disabilities

Seminars in the area of visual-visual motor, auditory-language gross motor, social-emotional, behavioral, and gifted

Each seminar involved 1) defining a child's development in terms of each disability, 2) discussing methods by which a teacher can identify and evaluate disabilities, 3) suggestions for prescriptive programming within the classroom, 4) discussion of other techniques and resources available.

participants

All teachers and principals

program evaluation

A questionnaire was distributed to all staff members. The results of the questionnaire were then tabulated and a summary was distributed to all staff members

outcomes

The teachers gained a new awareness of the dimensions of learning disabilities and also learned ways of helping learning disabled students within the classroom

contact

Jeanne Kuder
Child Study Coordinator
Erwine Middle School
1135 Portage Lakes Dr.
Akron 44319
(216) 644-2282

SCHOOL DISTRICT **Coventry Local**

AREA OF STAFF DEVELOPMENT **School Need**

INSERVICE THEME **Teacher is The Key**

program description

After a successful first year in Right to Read (R2R), a districtwide K-12 Reading Workshop was designed especially to meet our needs by the Advisory Council.

This council:

- identified teacher needs through questionnaire.
- formed mini-committees involving all levels and schools.
- adopted a schedule for the day involving five 45-minute sessions.
- developed a meaningful evaluation form.

The council chairman, along with the R2R director, obtained knowledgeable speakers on motivation, individualization, and meeting the students' need in the classroom. Particular attention was given to specialists in art, music, and physical education who could relate their fields to reading.

A hostess and recorder was assigned to each session. They not only added to the effectiveness of the workshop but increased staff involvement in a very successful day.

Analysis of the strengths and weaknesses of the workshop by the Reading Council gave an opportunity for further dialogue regarding the improvement of reading skills in our district. It also gave valuable information to use in planning for our next reading workshop.

descriptors

Enthusiasm and commitment to reading
Meeting the students' need in the classroom
Teaching of reading in the content area

participants

Four elementary schools, one middle school, one high school

program evaluation

Rating form:

- Speakers
- Strengths and weaknesses of the day
- Suggestions

outcomes

Summary booklet published
Card file for speakers established
Growing enthusiasm for reading
Teachers more aware of student needs

contact

Lois Sommer
Right to Read Director
Coventry Local Schools
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SCHOOL DISTRICT Dayton City

AREA OF STAFF DEVELOPMENT Meeting School Needs

INSERVICE THEME Citywide Staff Development Programs

program description

These are half-day programs held in individual school buildings by principals and their staffs. Students are dismissed two hours early to provide time for the programs.

Needs assessments are conducted by principals and staff. School administrators make all decisions and all plans for the content of the staff development program.

Each principal requests approval for the program and states objectives and agenda for the session. The executive director for curriculum services and the executive director for secondary education approve the programs.

Content of some of the programs has included school law and the classroom, evaluation of math and reading levels, use of psychological services, primary phonics, the metric system, values clarification, mainstreaming the handicapped, objectives of the alternative school, social studies, motivating slow learners. Consultants are obtained from nearby universities and from our own key staff members.

Most schools begin the program with box lunches and some socializing. Sometimes several schools cooperate and share a session and consultant.

This citywide program meets needs of individual schools and at the same time develops leadership qualities of school principals.

descriptors

Improvement of teacher skills
Meeting the needs of staff
members citywide
Development of leadership
qualities of principals

participants

All school certified staff
members

program evaluation

Each school plans its own evaluation system. Next year a form will be provided by the joint inservice committee for use in all schools in addition to individual evaluations

outcomes

Outcomes vary for individual schools but improved teaching skills and improved human relations are the main outcomes

contact

Violet R. Strahler
Executive Director
Curriculum Development
Dayton Board of Education
348 West First St.
Dayton 45402
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SCHOOL DISTRICT Defiance County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Teacher Visitation

program description

Many teachers have no opportunity during a career to watch other teachers work in a classroom. In most other vocations the worker has this opportunity.

This program was designed to provide the opportunity for the teacher to visit other classrooms away from his present school environment.

The program is guided by supervisors of the county system. Objectives of visitation are discussed prior to a visit. Specific features are identified for observation. Plans are made for a follow-up interview with the visited teacher. A written report is made by our teacher to her superintendent and employers.

descriptors

Teachers who have a specific need for seeing another teacher in action are urged to have a visitation planned. Effort is made to find an excellent teacher who can help to satisfy the identified need

participants

Perhaps a third of the teachers in grades K-8 are a part of the program

program evaluation

Written summaries of the visit are made by the teacher. Discussions are held with supervisors after the visitation

outcomes

Observations are made in the local classrooms to determine improvements made in teaching

contact

Normand Jones
County Superintendent
Courthouse Annex
Defiance 43512
(419) 782-2921

SCHOOL DISTRICT Delaware City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Individualized Inservice Training

program description

Under the impetus of a study by the Central Ohio Educational Research Council, (now SSCO), we used the MOREL Inservice Strategy Model for Modifying Teaching Behavior as a guide in developing a program suited to our school system.

Each year all new teachers take part in our individualized inservice training program. Great stress is placed on teacher self-evaluation. Through the use of videotape recordings of each teacher in the actual classroom setting and various feedback mechanisms such as interaction analysis and other data gathering tools, the teachers are able to see themselves in the act of teaching, see whether they are really doing the kind of teaching that is necessary, and learn to diagnose the steps that will lead to an improved teaching-learning situation.

Working with the inservice leader, teachers are videotaped from four to nine times over a 12-week period. The program involves: Developing an awareness of teaching strengths and needs; Setting a goal or goals; Implementing the goal; evaluating progress.

The program is completely separated from administrative evaluation. Videotapes are seen only by the teacher and the training leader. Other feedback material is given only to the teacher.

The training leader schedules the teachers into the program, gives individual help in skill development, operates and maintains videotape equipment.

descriptors

Self-evaluation by teachers
Use of videotape recordings
Flander's Interaction Analysis
Student questionnaires
Michigan Ohio Regional Educational Laboratory Inservice Strategy Model for Modifying Teaching Behavior

participants

Teachers K-12
(We have been requiring the training for all new teachers, but established teachers often ask to be included again.)

program evaluation

Naturalistic observation by both teacher and training leader
Videotape evidence
Interaction analysis data
Student opinion questionnaires

outcomes

Individual teachers evaluate and sometimes request other inservice help and activities

contact

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Inservice Training Leader
Willis Intermediate School
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Delaware 43015
(614) 363-1188

SCHOOL DISTRICT Delaware City

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME An Inservice Strategy Model

program description

For some years the Delaware City Schools have been a member of the School Study Council of Ohio (formerly Central Ohio Educational Research Council). This association has resulted in a great number of staff development projects in our district, for administrative personnel as well as teachers. Usually our involvement includes the following steps:

1. SSCO representatives and directors select areas of exploration and study for the year.
2. SSCO directors and staff plan awareness sessions and workshops on the selected areas with the cooperation of members and using the expertise among member school systems whenever possible.
3. Teachers representatives and district administrators attend the planned sessions.
4. Representatives report back to their schools and if a larger interest or need is determined in the area presented, a committee made up of those attending plans a local workshop for district staff members on the same theme and often pulling in the same resource people. The local inservice training leader is usually asked to help plan and coordinate these workshops.
5. Sometimes the interest is wide enough and the nature of the area of study is such that the SSCO helps make arrangements for a university course for interested participants.

descriptors

School Study Council of Ohio
Cooperation between university and local school systems in inservice training programs

participants

Administrators
Teachers K-12
University personnel
(particularly from colleges of education)

program evaluation

Questionnaires given to participants

outcomes

A narrowing of the time lag between the development of educational theory and classroom application

Anticipating and meeting many of the inservice needs of administrators and staff

contact

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SCHOOL DISTRICT Delaware City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Improvement of Instruction

program description

Delaware has available for its teachers a number of the Far West Laboratory Minicourses.

The minicourses are based on microteaching which lets an individual teacher practice new teaching skills with a small group of his own pupils while recording his behavior on videotape. Later the teacher can analyze the practice tape and use this to improve his teaching skills.

In order to enable teachers to effectively take the courses, each school needs to set aside a small temporary microteaching room where the videotape equipment is set up and available for teachers use during the four or five weeks of the course.

In taking a course, trainees first view an instructional film demonstrating the skill to be practiced. Then each trainee prepares a short practice lesson in which he can try out one or more skills. Next, with about five of his regular pupils, he teaches the practice lesson in front of the video camera in the microteaching room. After sending his pupils back to class, the trainee replays the tape and evaluates the lesson. He decides how he might improve the skills practiced and plans another lesson. (A substitute is provided to free the teacher for the microteaching.) On a subsequent day the trainee microteaches the same type of lesson with another group of pupils and again evaluates. The following week the same sequence occurs as the teacher practices a new skill.

The teachers gain from the immediate feedback and constant reinforcement.

Teachers may elect to take one or more of the courses on their own initiative or teachers may take them after recommendation from their building principals.

descriptors

Far West Laboratory Minicourses
Microteaching
Teacher self-evaluation
Skill Development

participants

Teachers K-12

(This year we have invited our substitutes and tutors to take a course.)

program evaluation

Evaluation check lists in teacher handbook for each skill

Videotape feedback

Analysis of pre-and post-audio tapes for those who wish it

outcomes

Follow-up lessons have been constructed for several of the courses and suggestions for follow-up come with all

(Audio and video tapes made a half year after the course still showed skill retention for our teachers)

contact

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(614) 362-3811

SCHOOL DISTRICT Diocese of Columbus

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME J-I-P Days

program description

A committee of teachers assessed the needs of the teachers grades K-8 via a questionnaire. The main areas of interest were 1) peace and justice education, 2) media usage, 3) learning centers, 4) religion activities, 5) interdisciplinary curriculum ideas, 6) environmental education, 7) using community resources, and 8) using standardized test scores.

Six inservice days were scheduled throughout the school year. Each day was geared to one of the following: teachers of the primary group (P); teachers of the intermediate group (I); teachers of the junior high group (J). An inservice day for each group was held each semester.

Teachers with expertise and consultants conducted the sessions. Teachers who attended were free to select the sessions of their choice.

At the end of each day the teachers submitted an evaluation of the day and the sessions they attended. This input was used in planning subsequent inservice days.

descriptors

Teacher inservice on needs expressed by teachers
Teacher inservice geared to a particular level and on broad educational topics

participants

Teachers, K-8

program evaluation

Needs questionnaire
Evaluation form for day and sessions

outcomes

Due to interest on a particular topic school staffs joined together in areas for additional inservice

contact

Lucia Delewese
Elementary Coordinator
Diocese of Columbus
Department of Education
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Columbus 43215
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ORGANIZING FOR INSERVICE

SCHOOL DISTRICT **Erie County Schools**

AREA OF STAFF DEVELOPMENT **School Need**

INSERVICE THEME **Staff Development Model**

program description

The Erie County curriculum development process was rapidly reaching the stage where the content-process component was ready for refinement. The human dynamics and development of self-components were formally included in the total curricular structure. It was planned, therefore, that the staff development program particularly emphasize the areas of human dynamics and development of self.

The staff development committee included county office personnel, a local administrator, teachers, and a Bowling Green State University representative.

descriptors

participants

All teachers and administrators
K-12

program evaluation

Written evaluation following
each segment of the model and
evaluation done by the staff
development committee

outcomes

The model was built on a sequential development to provide a built-in follow-up procedure

contact

Janet Gottwald
Consultant Coordinator
Erie County Board of Education
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Sandusky 44870
(419) 626-9440, ext. 247

SCHOOL DISTRICT Fairfield City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Communication Through Subject Area Coordinators

program description

Subject matter coordinators conducted a continuous assessment of student staff and school needs. Special emphasis was given to curriculum planning and evaluations in four subject areas--language arts, social studies, math and science.

Subject-related committees met districtwide to adopt a new series of textbooks in reading, English, and health.

Time was given each week for various committee meetings. This time is used for input by the curriculum director, supervisor, and resource people.

Instructive concepts and various methods and techniques are discussed with teachers. Information from the continuous assessment is compiled and used in updating the curriculum guide in each area from time to time.

descriptors

Curriculum implementation
Committee reports
State project information

participants

Subject area coordinators
Teaching staff
Students

program evaluation

Questionnaires
Reports on course of study
progress
Faculty meetings

outcomes

Curriculum guide developed for
math
Aid elementary supervisor
An exchange of ideas for daily
classroom use
Various resource materials as
reference file

contact

Stanley Dezarn
Principal
Fairfield City School District
6116 Morris Road
Hamilton 45011
(513) 895-2721

SCHOOL DISTRICT **Fairfield City Schools**

AREA OF STAFF DEVELOPMENT **School Need**

INSERVICE THEME **Continuous Implementation and Improvement of Curriculum Through Staff Structure in our Differentiated Staff Program**

program description

In our differentiated staffing program we constantly try to improve curriculum.

One of the very difficult problems with any type of curriculum study or improvement is dissemination and uniform adoption of the plans and programs.

Our plan was to structure the staff so that fewer people would be responsible for the entire program, but they would become specialists for a specific part of the program.

In the elementary school it is impossible for every teacher to be involved in every committee for every subject. Our staff was so structured that each grade level had a subject chairman for each subject taught in that grade level. This chairman was responsible for the curriculum in that subject for that grade level. This means there would be seven chairmen for each subject in the school (K-6).

These seven chairmen work with the area coordinator for that particular subject and are responsible for the study, improvement and implementation for that particular discipline.

This then means that the entire staff is involved in the program. All subjects are covered and all teachers have a voice in decisions as well as receive information.

This plan guarantees vertical as well as horizontal dissemination of materials and ideas.

descriptors

Need for more complete dissemination and control of curriculum change and operation
Need to involve as many of the staff as possible
Need to avoid overload of staff without sacrificing quality and completeness

participants

All teachers (K-6)

program evaluation

Continuous evaluation provided by all those involved

outcomes

A much more comprehensive and overall knowledge of what and how curriculum study and changes are brought about

contact

Robert M. DeMass, Principal
Fairfield South Elementary School
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Fairfield 45014
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ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Gallia-Jackson-Vinton Joint Vocational School District

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Improving Teacher Effectiveness

program description

We plan to immediately set up and place in operation an inservice education planning committee composed of the staff personnel who have had experience in state conferences on improvement of instruction.

This committee will make personal contacts with all teachers to get some reactions concerning their interests and needs for inservice on improvement of instruction. The committee will develop the specific programs and put the 13 topics in priority order.

The committee will also discuss and come to a consensus on how they desire to make use of The Heart of Instruction booklets. This will include distribution plan plus usage plan. Of course, the contents of these booklets will be used most heavily as a resource for all of our inservice.

descriptors

Seminar discussion on youth organization
Various motivational resources
Inservice education on drugs
Teaching techniques
Student placement procedures
Advisory committee
Verbal communication

participants

All vocational education teachers at Buckeye Hills Career Center (Gallia-Jackson-Vinton Joint Vocational School District)

program evaluation

outcomes

contact

Ponney G. Cisco, Director
Gallia-Jackson-Vinton JVSD
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Rio Grande 45674
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SCHOOL DISTRICT Gallipolis City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Inservice Needs Assessment

program description

An inservice committee composed of elementary and secondary teachers suggested that needs assessment be made before inservice programs were developed for the school year.

A college instructor from Xavier University talked to the entire staff about inservice needs, suggested ways to assess a grade level or department, and helped teachers develop a priority list of needs.

Grade levels and departments discussed their inservice needs and developed a priority list including three or four of their most important needs. The individual groups then developed a list of suggestions on how their inservice needs could be dealt with (workshops, microteaching, speakers, etc.). The various grade levels and departments turned their lists over to the administration and curriculum director. Inservice ideas and programs were developed from the needs list supplied by the various groups.

descriptors

Identification of inservice needs; a priority listing by individual grades and departments
Development of inservice program K-12

participants

Entire teaching staff (K-12)

program evaluation

Questionnaire to teachers at the end of the workshop
A constant monitoring of needs list and actual inservice

outcomes

An inservice program was developed for this school year and future years

contact

Paul E. Bauer
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Gallipolis City Schools
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Gallipolis 45631
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ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Heath City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Revision of Field Trip Guidelines

program description

The objectives of this inservice study were: (a) develop continuity in field trips; (b) prevent duplication of field trips as students progress through the grade levels; and (c) identify new field trips that would strengthen the curriculum.

Meetings were scheduled during the months of September, October, and November to study our existing field trip guidelines. The committees, when meeting as a group, met for approximately one hour. Several smaller groups met numerous times at different time intervals. Approximately 120 man-hours were spent in revising the district guidelines.

Committee members were selected by the building principals. Meetings were conducted by the director of instruction. Materials were gathered, reviewed, and compiled pertaining to location and educational benefits.

A Field Trip Guidelines booklet was developed. The booklet is placed in each building lounge, media center, and principal's office. The booklets outline administrative and instructional procedures, basic field trip considerations, and suggested field trips.

descriptors

The context of the study was: (a) to select appropriate field trips that would compliment the curriculum; (b) to identify possible field trips to correlate units studied at each grade level; and (c) to promote field trips as an integral part of the total school program

participants

There were two separate committees composed of 30 teachers and administrators to work on this project. A teacher from each grade level served on the elementary committee (grades 1-6) and a teacher from the various subject fields served on the secondary committee (grades 7-12)

program evaluation

A field trip outline was developed that provides for planning classroom activities

outcomes

A revised Field Trip Guidelines booklet was developed and published

contact

Henry A. Smith
Director of Instruction
Heath City Schools
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Heath 43055
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ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Howland Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Make It and Take It

program description

An inservice program was set up to help teachers make the tools needed while working with children with learning problems. A three-pronged approach was used:

- A. A graduate course on site
- B. A half-day inservice on Make It and Take It items
- C. An after-school two-hour Make It and Take It workshop

Sarah Throop of Youngstown State University conducted both A and B above. Marie Schomer, Boardman Local, conducted the after-school Make It and Take It.

Materials were supplied by the local schools for the Make It and Take It workshops. The materials for the graduate course were supplied by the instructor and teachers.

descriptors

Make It and Take It teaching tools

participants

Teachers

program evaluation

Teacher comment and use of tools in classroom

outcomes

Many teaching tools were developed by the teachers on their own after initial instruction

contact

Robert A. Raidel
Administrative Assistant in
Charge of Instruction
Howland Local Schools
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Warren 44484
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SCHOOL DISTRICT Hubbard Exempted Village

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Community-School Agencies

program description

A staff assessment of student, teacher and parent needs for community referral services resulted in an inservice meeting for the middle school staff. Objectives of the total project were: to define different needs of students and parents; to identify the sources for treatment available within driving distance; to prepare and distribute a directory listing location, personnel and telephone numbers of treatment centers; to develop and conduct an inservice meeting in which staff members are acquainted with reasons and methods for referral.

From October to April input was obtained from staff school psychologist, administration, social worker; research was conducted; information collected; and decisions made as to which agencies were to be included in directory. Contacts for speakers for the inservice meeting were made.

Several teachers who had enrolled in college courses related to the topic accepted the leadership role. They compiled and prepared the listing. This listing included agencies in a two-county area. This directory was then prepared and distributed to all staff members. At the time of distribution two coordinators of programs in the counties explained the services to the staff.

descriptors

Definition of school and home problems

Identification of sources for information and treatment of these problems

Communication of these sources to staff and parents through discussion and printed materials

participants

Two classroom teachers, school psychologist, school social worker, two guidance counselors, two administrators, and two directors from treatment centers in area

program evaluation

Periodical evaluative meetings reviewing progress toward objectives; opinions of staff members that meeting was informative and meaningful

outcomes

A directory was developed, and an inservice meeting was held to introduce it

contact

Matthew Chojnacki, Principal
Eve McKee, Asst. Principal
Reed Middle School
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Hubbard 44425
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ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Hubbard Exempted Village

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Developing Learning Activities

program description

Teachers at Roosevelt and Ridge Schools completed a questionnaire on the type of inservice meetings needed for the 1976-77 school year. As the results of this survey were compiled, a school-wide objective became apparent. The teachers in grades K-4 felt that procedures should be developed to help children become more actively involved in the learning process. These learning activities should include more than just paper-pencil type exercises. It was also concluded by the staff that this need was supported as we studied the current textbooks being used. The staff felt the texts did not provide enough reinforcement to insure that the children would acquire a firm understanding or knowledge of the skills. Many supplementary activities needed to be devised to meet individual learning needs. This was particularly true in reading and math.

It was decided that a monthly staff meeting would be used to help teachers increase their collection of learning activities. It was also decided that some of these meetings would provide teachers with some insight as to trends curriculum is taking so that some activities could be devised to expose children to newer systems, i.e. the metric system.

These monthly meetings started in November and concluded in June. Two meetings during that time were planned to provide time for teachers to actually construct learning packets. One of these was an all-day meeting. It was presented by the Title I teacher and the school principal. Another of this type was held after school and continued into the evening. A professor from one of the nearby universities presented this one. On other occasions, lectures were given. Three of these were presented by professors from nearby universities. Three Roosevelt staff members shared an audiovisual presentation as another in the series.

Numbers activities have been constructed. The teachers feel they have gained much knowledge concerning the processes of learning and have witnessed that learning can be fun for children.

descriptors

Children between the ages of 5-11 need to be actively involved in the learning process
Much reinforcement needs to be provided if children are to have a firm grasp of skills
Learning can take place by participating in fun-type activities as well as by paper-pencil activities
A variety of activities must be available to meet individual needs

participants

All teachers in grades K-4

program evaluation

Questionnaires indicated that 98% of the staff considered the meetings to be most informative and relevant to their teaching situation

outcomes

An enormous collection of activities has been devised by teachers in grades K-3
Children seem to enjoy school more
Test scores indicate the children are achieving at a higher level than they have in previous years
As a subjective observation, it appears that the teachers are sharing their ideas much more than they have and seem excited by any new, clever idea they see or hear about. In summary, they are more enthusiastic about working with their students.

contact

Gail Patrick, Principal
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(216) 534-1981

ORGANIZING FOR INSERVICE

SCHOOL DISTRICT Johnstown-Monroe Local School District

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME A-V Media Methods

program description

Employment of a media specialist prompted the purchase of more AV equipment and supplies. The problem was to expose teachers to more uses of equipment and AV materials (self-produced and purchased).

Set up in units, the teachers divided into groups. The groups rotated from one table to another, doing "hands-on" workshop activities, such as lettering, transparencies, dry mounting and laminating, and using audiovisual equipment.

All materials were available within the district. Participants had the help of a local AV company.

descriptors

Demonstrations of equipment
Hands-on workshop on producing materials

participants

Total faculty (teachers and administrators, grades 6-12)

program evaluation

Oral comments from participants
Written evaluation to come in late May with other inservice evaluations

outcomes

Increased usage of AV equipment and supplies indicates that teachers applied knowledge gained
Booklet was given to each participant with instructions and ideas for easily made AV materials

contact

Mrs. Kerry Caudle
Workshop Designer
Robert E. Sanders, Director
Curriculum and Instruction
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Johnstown 43031
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SCHOOL DISTRICT Lake County Schools

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Eliminating Self-Defeating Behaviors

program description

In response to requests from principals for staff development programs, county coordinators wrote a proposal, funded by the Martha Holden Jennings Foundation, for a workshop on "Eliminating Self-Defeating Behaviors" (SDBs). Milton Cudney, U. W. Michigan, conducted the workshop. Participants met early in April 1976 for a day and a half, and again late in April. Books authored by Cudney were distributed in the interim.

Participants learned to note the characteristics of behaviors which, though sometimes deceptive, defeat us. They were assisted in identifying some of their own SDBs, though they were never asked to disclose them to the group. They identified fears used to scare themselves from making new choices, techniques used to implement defeating choices and disowning used to deny responsibility for the same choices. Results in this pattern were traced to see how they could keep fears of dropping SDBs operating. Walking through the model, participants rehearsed challenging the myths of what would happen if choosing a life-giving behavior instead of a practiced and familiar SDB. Several films were used. Each participant had his own private set of worksheets.

At the conclusion, attention was given to institutional SDBs and how individuals participate in keeping them going. In any moment, choices are possible which would eliminate SDBs. Participants were invited to make statements about specific events they could begin to change in their respective schools.

descriptors

Learning to identify SDBs and recognizing the consequences of practicing them
Learning a model that presents a choosing mechanism which indicates life-giving choices

participants

Twenty supervisors from the county office and local school districts

program evaluation

Evaluations during the workshop process; objective and subjective data collected and presented in a final report

outcomes

In addition to casual reference made by participants to county staff, the principals' group asked county staff to try to get a similar activity for this year. One principal has initiated a SDB workshop in his school

contact

Mary Martin
Curriculum Coordinator
Lake County Schools
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Painesville 44077
(216) 357-5260

SCHOOL DISTRICT Licking County Joint Vocational School

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Program Exploration

program description

Two-thirds of our mid-year inservice day was devoted to programs and learning opportunities available to secondary school students. The staff was asked to prepare brief presentations regarding their instructional area. To be included were goals of the program, types of instructional activities and in the vocational areas the kinds of jobs the students are prepared to enter.

The teachers were grouped in a manner which facilitated a round-robin type of rotation and provided for small groups in each presentation. The participants could even try an activity typical of that of a student in that class might be doing. Academic, English, and social studies groups were arranged in such a way that teachers attended the presentations of the academic instructors who instruct their students.

descriptors

Identification of program goals

participants

All certified personnel

program evaluation

The inservice committee composed of teachers and administration evaluated the program

outcomes

Increased teacher interaction
Also hopefully improved communication with the public via our staff

contact

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Licking County Joint Vocational
School District
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Newark 43055
(614) 366-3351

ORGANIZING FOR INSERVICE

SCHOOL DISTRICT **Lorain City Schools**

AREA OF STAFF DEVELOPMENT **School Need**

INSERVICE THEME **Staff Development**

program description

There is an inadequate number of certified teachers in Ohio who are bilingual.

Bilingual (Spanish-English) teacher-aides assist in the Bilingual Bicultural Education Program during the school day. In the afternoon and early evening the bilingual teacher-aides attend classes toward teacher certification in a local school building under the auspices of the University of Toledo.

The University of Toledo and Lorain County Community College received a 24-month grant under ESEA Title VII to develop the teacher training program.

Classes began in the fall of 1976.

descriptors

Field experience in bilingual-bicultural education
Teacher training courses brought to local school buildings
Certification of bilingual-bicultural teachers

participants

All bilingual teacher aides in the ESEA Title VII educational pilot project in Lorain City Schools
Bilingual teacher aides working with limited English-speaking students not in the pilot project

program evaluation

Classes in Lorain City Schools
Courses developed to meet needs of Lorain City Schools
Students attendance
Maintenance of a "C" average

outcomes

Ohio certified elementary teachers with specialization in Bilingual Bicultural Education

contact

Gloria Gutierrez
Bilingual Bicultural Education Supervisor
Lorain City Schools
1020 Seventh St.
Lorain 44052
(216) 244-9000

SCHOOL DISTRICT Lucas County Schools

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME Better Understanding and Working Relationships Between The Lucas County Schools and the Children's Services Board

program description

The program was developed to increase communication and understanding between the Lucas County Schools and the Children's Services Board of Toledo. Since both agencies provide services to similar populations, clear understandings of the availability of services is essential.

An all-day program was held in the fall of 1976 with monthly follow-up meetings for the year. The program for the day:

Children's Services Board Philosophy
Protection Services Philosophy
Legal aspects of children's service
Presentation of an abused child case
Tour of the agency
Title XX, implication for services
Small group discussions, "How can we effectively work together?"

descriptors

Introduction to case management system

participants

Children's Services Board staff
Lucas County educators and social workers

program evaluation

Reports by the recorder for each of four groups discussing "How can we effectively work together?"

outcomes

Monthly staff meetings between both agencies regarding referrals
Better communication between both agencies

contact

George Schwemley
Assistant Superintendent
Lucas County Schools
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Toledo 43610
(419) 241-3248

SCHOOL DISTRICT Lucas County Schools

AREA OF STAFF DEVELOPMENT Skills, Knowledge, Attitudes, School Need

INSERVICE THEME County Office Inservice Programs

program description

A major thrust of the Lucas County Schools is to provide inservice training for the personnel of local districts. Resource people for these inservice workshops are drawn from general educational consultants, EMR supervisors, LD supervisors, speech, language, and hearing supervisor, psychologists, university professors and outside consultants.

The county office is: providing the opportunity to each building principal or department chairman to devise a specific inservice program with and for their staffs, providing assistance to local districts in developing district-wide inservice programs and sponsoring county-wide and community programs. The planning process consists of formal and informal needs assessment, individual building and district-wide committees, and cooperative efforts with local universities.

The Lucas County program is unique because it combines major inservice workshops and a series of mini-workshops. The major inservice workshops are half-day or full-day sessions. Topics include: Law seminar for administrators, H.B. 455 implementation procedures, and regional inservice for speech, language, and hearing therapists.

The mini-inservice workshops are conducted in individual buildings on a specific topic for a short period of time. These mini-workshops enable a principal to plan a series of sessions around an inservice theme or geared to the specific needs of a building. The workshops are scheduled to accommodate that building. Topics for mini-inservice include: Make It - Take It workshops in reading, language arts, math, and LD materials; activities for talented children; reading in the content area; holiday activities with curriculum; classroom discipline; student learning styles; effective school-community communication; and use of A.V. equipment.

descriptors

Instructional materials
Instructional methodology
County office inservice program

participants

Teachers and administrators

program evaluation

Inservice workshop evaluation
form by participants
End of year evaluation report
from administration

outcomes

Building-wide and district-wide
inservice staff development
program
Curriculum resource pamphlets

contact

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SCHOOL DISTRICT Lucas County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Diagnostics and Remediation in Auditory Perception and Language Disorders

program description

The regional consultants of Northwest Ohio in speech, language and hearing have as one of their responsibilities the planning and implementation of inservice for approximately 127 clinicians serving the public schools.

The inservice topic selections are based upon the needs expressed by the area clinicians. Inservice is conducted on those topics three to four times a year on a regional basis.

This year inservice topics have centered around remediation and diagnostics in auditory perception and language disorders. Three of these continuing education programs have been arranged in cooperation with Bowling Green State University Speech and Hearing Department.

Regional inservice in speech, language and hearing is conducted during the months of December, February, April, and June, and evaluated by the participants at the end of each program.

descriptors

Synthesis and application of theoretical constructs
Identification and utilization of various methods of therapy techniques as they apply to communication disorders
Individualized application of the theoretical and practical components in therapy

participants

Speech, language and hearing clinicians in the public schools

program evaluation

Questionnaire

outcomes

Dissemination of information by participating clinicians to other interested professionals and application of information with clients in therapy case load

contact

Sandra Frisch
Regional Consultant,
Speech, Language and Hearing
Lucas County Board of Education
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SCHOOL DISTRICT Lucas County Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Graduate Credit Courses and Seminars

program description

The Lucas County Office in conjunction with the Center for Educational Research and Services (CERS) of the University of Toledo sponsors a series of graduate credit off-campus courses and seminars. The off-campus courses are individually constructed and geared to a specific area of need. These courses are not duplicates of on-campus courses. Participants pay all tuition and fees and are required to complete all course work in order to receive graduate credit. Courses carry four quarter hours of credit.

Half-day or evening seminars on specific topics are conducted on a graduate credit basis. These are more intense and carry two quarter hours of credit.

Need for these courses and seminars occurred because of specific area of interests not fully covered by the regular university curriculum. Some off-campus courses are incorporated into the regular university curriculum. The courses and seminars are available to all area educators. Courses and seminars are jointly taught by Lucas County personnel and University of Toledo personnel. University of Toledo grants the graduate credit.

descriptors

Off campus courses
Graduate credit seminars

participants

Lucas County area educators

program evaluation

Courses are evaluated by
Center for Educational Research
and Services (CERS) of University of Toledo

outcomes

Graduate credit
Graduate course work in specific
areas

contact

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Lucas County Schools
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SCHOOL DISTRICT Lucas County Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Joint Board of Education Conference

program description

The second annual joint board of education conference of Lucas County Schools was held at a local motel. Twenty board members met with the County School Board to share and interact on mutual concerns.

The conference involved table discussion along with a catered meal. The program for 1976 included a slide tape presentation on county services, a list of inservice offerings, and a review of special education mandates. Planning and preparation of this event took eight weeks.

Boards are canvassed and coordination of the event is organized at the county office.

descriptors

Designed annually by recommendations from boards of education. Focus is on social interaction and communication with topics of general interest and county office services on specific agenda items

participants

Board members and central office administrators from four local boards and the Lucas County Board of Education

program evaluation

Personal responses from participants
Outside evaluation by staff member assigned to provide assessment

outcomes

A joint board legislative committee was established as a result of these sessions. Greater awareness of county office service resulted

contact

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SCHOOL DISTRICT Madison Local Schools (Lake County)

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME "Writing Teacher Grants"

program description

Several teachers in the Madison Local School District were interested in securing teacher grants, but were unsure of the requisites involved. Two grants were written during the fall, but they had to be rewritten according to state specifications. In order to improve the written quality of the proposals and to increase the number of applicants, the Board of Education arranged a Saturday workshop in February for teachers interested in writing teacher proposals. Workshop leaders were Ralph Waltman, coordinator for the Madison Schools, and Victoria Hunt, coordinator for the Lake County Schools.

Eighteen teachers from grades 1-12 attended the two-hour session. Workshop leaders reviewed grant guidelines, directions, and requirements. The last part of the session dealt with individual teacher ideas. A time schedule was set up with each draft proposal going first to the building principal for curriculum continuum, then to the workshop leaders for any needed clarification and amplification, and then to the superintendent for final review.

As a result of the workshop, a few of the teachers decided that they would need to wait until the May deadline in order to compile necessary information. The remaining ones began work on their proposals. A total of eight proposals were received in time for review by the March deadline. The proposals showed a consistently high degree of well thought out responses, as outlined in the workshop.

descriptors

Principles of proposal writing for teacher grant specifications

Clarification and delineation of ideas that would apply to the grant guidelines

Reinforcement of basic principles of writing objectives and evaluation

participants

Teachers 1-12 on a voluntary basis

program evaluation

Quality and number of teacher grants actually submitted

outcomes

Classroom follow-up by building principals and workshop leaders

Actual funding granted by the State

contact

Albert Wilgus
Superintendent
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Madison 44057
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SCHOOL DISTRICT Mahoning County Board of Education

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Individualized Administrative Inservice Program

program description.

This inservice program attempts to meet the individual needs of 11 local school districts, maximizing the participation of both local administrators and county office supervisory staff. The program is designed to provide a four-to five-year cycle of inservice activities which provide a broad range of individualized services to local districts. Inservice activities can be compatible with the needs of administrators at all instructional levels and can help to provide essential individualized program planning for local districts.

The cycle is composed of three basic phases: needs assessment; program development; program evaluation.

descriptors

Inservice, administrative inservice, needs assessment, proposal development, survey, county office inservice, program development

participants

Local district administrators, support staff and county office supervisory staff

program evaluation

Periodically administered questionnaires, product evaluations, project evaluations

outcomes

Hard copy individualized needs assessments
Projects and/or fundable proposals to meet needs
Hard copy evaluations of projects and/or funded proposals

contact

Ron Kendall
Director, Administrative Services
Mahoning County Schools
25 E. Boardman St.
Youngstown 44503
(216) 746-2207

SCHOOL DISTRICT Marion City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Evaluation of Educational Materials

program description

In an agreement between the board of education, the Marion Education Association, the OEA, and the Ohio Department of Education, a project was undertaken to help teachers acquire skills in identifying and assessing materials useful in staff development for specific needs.

With the aid of the state facilitators, an advisory group of teachers and administrators identified needs and then selected a voluntary task group to carry on with finding and evaluating materials. A principal resource was the use of a WATS line provided by NIE-NEA. A teacher-leader provided direction. The project will be carried on for two additional years.

descriptors

The overall objective is the identification and evaluation of specific inservice materials useful in dealing with perceived needs of the school system

participants

Six administrators and six teachers serving as advisory council, 16 teachers serving on the task group

program evaluation

Self-appraisal of activities by participants
Evaluation by NEA site evaluator using in-depth interview technique to identify attitudinal changes in participants and logistical problems in procedures

outcomes

Evaluation of materials by personnel in the field
Decision-making and problem-solving experience of staff members involved

contact

David L. Miller
Assistant Superintendent
Marion City Schools
Box 509
Marion 43302
(614) 387-3300

SCHOOL DISTRICT Mayfield City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Mini Courses for Staff by Staff

program description

Recognizing that the most helpful topics for staff development often come from the staff members themselves, the district developed a procedure which enables the teaching staff to propose mini courses which they themselves will instruct. Teachers with unique practices are encouraged to make proposals to an inservice committee. Once these proposals are approved by the committee, the staff member presents the course to interested fellow workers. For the preparation and presentation time, the teacher is paid a stipend of \$25 per presentation.

descriptors

Courses offered include: Make It and Take It materials development, learning centers, what is a hyperkinetic child, the park as a learning station and many other topics

participants

Those teachers who have an interest in acquiring more skills and knowledge

program evaluation

Each workshop is evaluated on a form which the district has developed for this purpose

outcomes

Over the past four years the district has experienced continued steady participation in these mini courses which give the staff member something that can be used in the classroom the next day

contact

John W. Moore
Director of Curriculum
Mayfield City Schools
784 S.O.M. Center Rd.
Mayfield 44143
(216) 442-2200, ext. 293

SCHOOL DISTRICT Medina County Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME All County Inservice

program description

Approximately 85 different sessions were planned covering all disciplines and all grade levels K-12. Various sessions were offered in subjects such as art, career education, consumer education, county services, guidance, language arts, learning centers, motivation, mathematics, science, social studies, creativity, business education, foreign language, health and physical education, home economics, industrial arts, library, music, special education, vocational, as well as some sessions of general interest to all.

Teacher input was asked for and used in setting up sessions. A handbook of all sessions offered along with a description of each session and who was doing the session was provided to all teachers in the county. Each teacher chose three sessions to attend. A computer was used to schedule approximately 1400 teachers into the sessions they desired. The two Brunswick City high school buildings were selected as the site and rooms were assigned to each session. Schedule cards were printed for each teacher.

Teacher requested topics and speakers were used. Each speaker or session leader was given room assignments and a list of teachers in his session. Materials were prepared by speakers for participants in his session. Student guides were secured to help teachers, to give directions and to help with parking. A noon luncheon was provided at the school. The city police were notified of the meeting and secured to help facilitate traffic movement.

descriptors

All county inservice meeting was planned so that all teachers would have a choice of sessions. The diversity of offerings was almost unlimited. Teacher input was used to determine topics and presentors.

participants

Teachers and administrators from the four local schools, three city school districts, and three parochial schools in Medina County

program evaluation

An evaluation form giving teachers an opportunity to evaluate the three sessions they attended

outcomes

Teacher gaining of ideas, learning of skills, changing of attitudes and determining of school needs

contact

John P. South, Secondary
Consultant
Joseph Kemp, Secondary
Consultant
Medina County Board of Education
144 N. Broadway St. Box H
Medina 44256
(216) 723-3641, ext. 2257

SCHOOL DISTRICT Mount Vernon City School District

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME An Inservice Smorgasbord

program description

A committee was formed in April to plan a one-day inservice program, scheduled for the following October, for all teachers and administrators in the Knox County and Mount Vernon City Schools. The committee, comprised of teachers and administrators from both the county and city school systems, solicited suggestions for inservice topics from the intended participants through an inservice survey. The list of inservice topics was completed in late May, and the inservice day speakers were contacted during the summer months. Local resource people, State Department of Education consultants, and college and university educators conducted the various inservice mini-sessions.

From a smorgasbord of 16 inservice mini-sessions, all participants chose four different ones. All topics were repeated at least twice, and each mini-session was 50 minutes in length. During each time block, eight different inservice mini-sessions were offered. The inservice topics included:

Interest Centers! How? When? Where?
 What Every Teacher Should Know About Child Abuse
 Individualizing for Learning Disabled Children in the Regular Classroom
 Dressing Up Drill Through Motivational Devices
 Alcohol Abuse: A Growing Problem
 Informal Assessment of Students in the Regular Classroom
 Federal Funds Available to Classroom Teachers
 Teaching Reading in the Content Area Subjects
 A Crash Course in Physical Education for Classroom Teachers
 Title IX: What It Means To The Classroom Teacher
 Mainstreaming: The Ohio Plan
 What Every Secondary Teacher Should Know About V.D.
 Music in the Classroom: Some Practical Suggestions
 A Band-Aid Course in Art for Classroom Teachers
 Working with College Students in the Classroom
 Initiating a Bicycle Rodeo

descriptors

A wide selection of inservice topics was offered

participants

All teachers and administrators in the Knox County and Mount Vernon City Schools participated in the one-day inservice program

program evaluation

An inservice evaluation questionnaire was completed by all participants, the results were tallied, and the outcomes were shared with all participants

outcomes

The results of the evaluation questionnaire will be utilized in planning future inservice programs

contact

Donald L. Garvic
 Director of Instruction
 Mount Vernon City Schools
 105 East Chestnut St.
 Mount Vernon 43050
 (614) 397-7422, ext. 57

SCHOOL DISTRICT Muskingum County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME We Agree Statements for New Middle School

program description

In planning for a new middle school, a year before opening date, the staff of grades six, seven, eight (then housed in six different buildings) were brought together for five days to develop "We Agree Statements" in the following areas:

- How Children Learn
- Curriculum - Broken into specific areas
- Extracurricular Offerings
- Classroom Discipline
- Public Relations and the Middle School
- Middle School Student's Needs

The week began with human development activities to acquaint teachers. Each area above was brainstormed. A consensus was reached on the ideas in each area.

Discussions were led by a middle school principal from another area.

descriptors

Pulling professionals together to build a new staff with common organizational goals

participants

New middle school staff

program evaluation

No specific evaluation was used

outcomes

Teaching teams formulating "We Agree Statements" as staff changes were made

contact

Gloria King
Elementary Supervisor
Muskingum County Board of
Education
1965 Chandlersville Road
Zanesville 43701
(614) 452-4518

SCHOOL DISTRICT North Royalton City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Resource Room

program description

A resource room was developed by our elementary teachers at Royal View School in North Royalton, which serves grades 3-5.

The resource room combines the talents of our reading specialist and learning disability teachers along with tutors and enrichment activities. To provide an area in the building where students can go for special resource assistance. This assistance may be enrichment or it may be remediation.

descriptors

Identification of student needs and ways to meet their needs

participants

Classroom teachers and specialists

program evaluation

The program is being evaluated through questionnaires, teacher interviews, parent interviews and standardized tests

outcomes

A comprehensive resource room

contact

A. Charles Dolce, Principal
North Royalton Schools
13220 Ridge Rd.
North Royalton 44133
(216) 237-8800

SCHOOL DISTRICT Northwood Local Schools - Wood County

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Middle School Inservice Day

program description

The middle school principals and a teacher-counselor engaged county consultants in joint planning for an inservice day. Both formal and informal methods of needs assessment generated the following areas of concern from middle school teachers: (1) aiding students having difficulty reading content area materials; (2) improving an existing staff-wide advisor-advisee program; (3) understanding the learning disabilities concept.

The county school committee decided to use the inservice day to broaden teachers' awareness of in-school and outside resources by presenting a variety of topics. Two-person teams consisting of one school and one county person were formed. Presentations were then prepared to best match the teams' areas of knowledge and the teachers' requests. The topics were: (1) The Wood County Learning Disabilities Concept; (2) Questioning Techniques in the Content Areas; (3) Vocabulary-Orientated Teaching in the Content Areas; (4) Learning Centers-The Nuts and Bolts; (5) Listening Skills-Key to Advising; (6) Reading Skills for Middle School Students.

Preparation and planning time for the inservice day was reduced by assessing available resources as well as needs. The inside-outside team approach was found to be effective and efficient in matching needs and resources. Exposing teachers to a variety of topics of relatively short duration served to keep interest up through most of the day. Multimedia presentations were found to be well received. Handouts were provided on each presentation and related topics. More follow-up is considered necessary such as handouts at a later date including a checklist of requests from teachers to presenters for implementation of ideas and techniques.

descriptors

Process: Inside-outside team approach, needs assessment, resource acquisition, short multimedia presentations, follow-up

Content: Helping the student having difficulty; learning disabilities; affective education; learning centers

participants

County personnel and middle school staff

program evaluation

Informal evaluation

outcomes

Comments were favorable; follow-up for implementation of techniques in progress

contact

David Roman
Intern School Psychologist
Wood County Office of Education
Court House Square
Bowling Green 43402
(419) 352-6531

SCHOOL DISTRICT Norwood Public Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Joint Fall Inservice Program

program description

For several years, Norwood, Loveland and Maderia districts have contributed time, money and effort to put together a preschool inservice day for all teachers. This allows for funds to employ capable people as discussion leaders.

Administrators work with new teachers in the following areas: policies, handbook, curriculum and meetings.

The elementary supervisor and a committee of elementary principals meet and recommend the subject that needs the highest priority for inservice.

descriptors

Three-district inservice

participants

All members of the professional staff of the three schools

program evaluation

A complete report is sent to each participant
Teacher evaluation of sessions

outcomes

On-going inservice for one hour daily prior to beginning of each school day (8 to 9 a.m.)

contact

William C. Pace
Assistant Superintendent/
Instruction
Norwood Public Schools
2132 Williams Avenue
Norwood 45212
(513) 731-7600

SCHOOL DISTRICT Oak Hills Local

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Learning Games and Activities

program description

Teachers and supervisor requested a district working session on learning games. Many teacher- and supervisor-created games were collected for display along with materials needed for the production of these games. An after-school session was held for the purpose of explaining means of implementing these games into the instructional program and for teachers to select and create what games they felt would most benefit their students' needs.

Following the session teachers in individual buildings invited parents to assist in creating additional games to be used in the classroom.

The materials then provided another alternative to the usual boardwork, in addition to reinforcing the basic reading and math skills presented in the classroom.

descriptors

Additional learning activities to reinforce basic reading and math skills and for individualizing instruction

participants

Teachers of grades 1 and 2

program evaluation

Observation of utilization of games and activities
Requests for additional working sessions

outcomes

Resources available for providing additional and individual skill drill; teachers and parents working together

contact

Ms. Ruby Johnston
Primary Supervisor
Oak Hills Local School District
6479 Bridgetown Rd.
Cincinnati 45211
(513) 574-3200

SCHOOL DISTRICT Ottawa County District and Port Clinton City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Communications - Teaching Techniques

program description

Through a needs assessment conducted in the Ottawa County and Port Clinton City schools, three main areas for staff development were identified. Surveys were taken and needs were established in various areas of instruction and professional growth.

The county and city supervisors worked with the extension program of Bowling Green State University and developed an inservice day offering 23 workshops in these areas. Each workshop lasted one hour. The participants could attend three workshops.

All workshops except one were held at the Oak Harbor High School because of its centralized location. An environmental education workshop was held at the Ottawa Wildlife Refuge.

Charles Galloway of Ohio State University was the keynote speaker on nonverbal communication. Bowling Green State, Ball State University, Kent State University and the Ohio Department of Education educators and area resource persons conducted the workshops.

descriptors

The content of this staff development program was basic awareness of various communication skills and effective training techniques. There were 23 offerings plus a keynote speaker. All participants had the opportunity to hear the keynote speaker plus attend three of the small group sessions

participants

475 educators, including teachers from all academic and educational areas, administrators, and educational supervisors

program evaluation

Written evaluations included five selected areas of the program. An item analysis was done on each of the five areas. This information was compiled and was used for further inservice and staff development input.

outcomes

Follow-up on the effectiveness by observation and local teacher input, through meetings and classroom techniques. Faculty improvement in areas of participation was also taken into consideration at the local level

contact

John W. Hess Administrative Assistant; 431 Portage Dr. Port Clinton 43452 (419) 732-2102
Roger E. Fair, Secondary Supervisor; 314 W. Water St. Oak Harbor 43449 (419) 897-4011

SCHOOL DISTRICT Parma City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME The Teacher is the Heart of the Instructional Program

program description

The need for a Professional Center in the Parma City School District was based on the assumption that all educators could improve their skills. The creation of this Center is evidence that school administrators not only recognized this need, but did something to meet these individual needs.

Richard Tirpak was appointed director-coordinator of the Professional Center in September 1975. Under his direction the Professional Center has grown to include two major operations - the M.A.T. Shop (Make and Take) a place where classroom teachers can construct learning games and activities, and the Center Room designed for improving and extending teaching skills.

The Center has a part-time professional staff member and a full-time clerk. A wide variety of instructional materials and supplies, equipment, and services are available from the Center upon request.

The Center is open from 9:00 a.m. to 5:00 p.m., Monday through Thursday. Classroom teachers are provided released time to visit the Center. The clerk provides the needed assistance to locate materials. When specific skill development is requested by a teacher or teachers, a workshop is planned. These sessions are conducted by the professional staff member(s).

Presently, the operation of the Professional Center is being supported by Title I and State of Ohio D.P.P. monies. It is anticipated that a limited amount of local financial support will be forthcoming in the near future.

descriptors

The major goal of the Professional Center is to provide services and an opportunity for teachers to develop specific teaching skills. The results of the improved skills will be reflected in an improved learning environment and a more personalized instructional program for children

participants

All staff members in the Title I project schools (approximately 200)

program evaluation

Data was collected regarding the frequency of visitation, the frequency of requests for instructional materials, and the frequency with which the Center was used for staff development activities

outcomes

The follow-up activities resulted in the identification of skill areas where instructional material was needed. Also, the Center contributed to the professional competency of the classroom teachers.

contact

Richard D. Tirpak
Project Director/Consultant
Parma City Schools
6726 Ridge Road
Parma 44129
(216) 842-5300, ext. 440

SCHOOL DISTRICT Princeton City School District

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME General Inservice Opportunities

program description

The district subscribes to the following agencies which provide general inservice opportunities for our staff.

Department of English Language Arts - A regional consortium which provides two to three after-school inservice workshops per year, open to all staff, K-12.

Regional Inservice Mathematics Association - A regional consortium which provides two to three after-school inservice workshops per year, open to all staff, K-12.

Educational Consulting Associates - Commercial organization which provides eight to ten in-depth all-day workshops per year, open to selected staff based on administrative recommendation and subject to professional leave approval.

School Management Institute - Commercial organization which provides administrative inservice, open to administrative and leadership staff subject to professional leave approval.

Cincinnati Council on World Affairs - Consortium agency to provide inservice on key issues in the social science area, open to selected staff subject to administrative approval.

Professional Leave - Individual teachers may request professional leave to participate in inservice meetings or visitations both locally and out of the district. Three sources of funds are available.

descriptors

English/Language Arts K-12;
Math K-12; consulting associates;
school management institute;
social science

participants

Total staff

program evaluation

Final report submitted to the department of instruction includes brief description of activity, evaluation form, attendance list

outcomes

What activities resulted from the evaluation--programs, questionnaires, or other matters of relevance

contact

Charles L. Lambert
Inservice/Mathematics Coordinator
Princeton City Schools
25 W. Sharon Ave.
Cincinnati 45246
(513) 771-8560

SCHOOL DISTRICT Richland County

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME August Inservice on Defined Curricular Area

program description

Each August the consultant staff of the Richland County Board of Education implements an inservice program on a defined curricular area for teachers. Normally the topic of the inservice is geared to the curriculum adoption that was last completed. These are low-cost programs relying on session leaders to donate time and material. Due to the fact that the planning is done in the summer, we have felt it convenient that all decisions and arrangements be made by the staff of this office. Attendance at this inservice is totally voluntary.

Topics have included social studies, language arts and science.

descriptors

A number of hour-long sessions covering a wide choice of topics, concerns and interests within the defined area are offered on a free choice basis. These sessions may be "hands-on" workshops to traditional lectures.

participants

Richland County teachers who find the program topics sufficiently stimulating to bring them to school during their summer vacation

program evaluation

Questionnaire filled out at the end of the day

outcomes

To enhance the knowledge and skill or attitude of the teacher in the defined area

contact

Aron Ross
Consultant
Richland County Schools
50 Park Avenue, E.
Mansfield 44902
(419) 524-4004, ext. 244

SCHOOL DISTRICT Richland County Public Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Educator's Workshop

program description

This program was developed to stimulate teachers in nine school districts in levels K-12.

The day's activities include a keynote speaker and 35 minisessions. Teachers chose three minisessions.

A planning committee was set up with two representatives from each district. This committee formulated the programs and assisted in the selection of speakers. The county office printed some of the handouts that were used by the resource speakers.

The program also included 30 exhibits.

descriptors

All-day program exhibits

participants

Approximately 1,100 teachers

program evaluation

Written evaluation

outcomes

Stimulated interest in many aspects of teaching by introducing teachers to many different areas

contact

Jim Showecker, Consultant
Richland County Schools
50 Park Avenue, E.
Mansfield 44902
(419) 524-4004, ext. 244

SCHOOL DISTRICT Sandusky City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Needs and Interests of Certificated Staff

program description

For the past two years the Sandusky City Schools have developed inservice programs to meet the needs and interests of the certificated staff. A committee comprised of teaching and administrative personnel surveyed the staff to determine what type of inservice programs was needed by the staff members.

The suggestions were screened on the basis of interest, practicality, and professional nature. Thirty-five programs were selected. Each teacher was scheduled into the programs of his choice.

Many individuals, including local teachers and administrators, representatives from the State Department of Education, Ohio School Boards Association personnel, area college professors, representatives of business and industry, area legislators, and persons from local service organizations, served as instructors for the various programs.

Evaluation of the program indicated almost all of our teachers liked the individualized approach to inservice educational programs.

descriptors

Individualized inservice program

participants

The certificated staff

program evaluation

Evaluation sheets completed by
each participant

outcomes

contact

Robert R. Brown
Administrative Assistant
Sandusky City Schools
407 Decatur Street
Sandusky 44870
(419) 626-6940

SCHOOL DISTRICT South-Western City

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Problem Clinic

program description

One of the extensions of the BASICS inservice program is the Problem Clinic. It is a technique which may be used by teachers or administrators to involve their subjects in developing solutions to stated problems.

The Problem Clinic honors the democratic method by taking the participants through a planned, logical questioning sequence designed to force an implementable solution through group consensus. Briefly, the steps are as follows:

1. Selection of problem through a grouping-labeling procedure resulting in a clear concise problem statement
2. Causes for problem - with support elicited for each cause
3. Conclude main reason for problem examined
4. Brainstorming for solutions in small groups
5. Report out of best solutions
6. Ranking of solutions
7. Conditions necessary for solution to work
8. Commitment
9. Subsequent consequences

The group facilitator must be adept in questioning strategies: asking appropriate eliciting and support questions, keeping to a specified questioning sequence, and bringing participants back on focus when they stray. It is most beneficial if the facilitator has been trained in BASICS or a similar type program.

The Problem Clinic has been successfully used with students, teachers, teacher organizations, administrators, and supervisors.

descriptors

Problem stated clearly and concisely
Planned, logical questioning sequence designed to force an implementable solution through group consensus

participants

Those who acknowledge the problem as well as those who don't; certainly, everyone who will be charged with the implementation of the solution should be involved

program evaluation

Feedback from participants immediately after the Problem Clinic to measure the success of the process
The ultimate evaluation is how well the solutions are implemented and the problems are solved

outcomes

Its generalizability to situations where problems exist and people as a group must solve them, e.g., curricula, discipline procedures, classroom organization, policy decisions, etc.

contact

James Rudder
Assistant Superintendent,
Curriculum
South-Western City Schools
465 Kingston Ave.
Grove City 43123
(614) 875-2318

SCHOOL DISTRICT Talawanda Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Implementation

program description

Our district has released inservice time every Wednesday afternoon. School is dismissed an hour early and the teachers contribute an hour, providing a possible two-hour block of inservice time.

Meetings are scheduled so that a variety of tasks can be accomplished. Twice a month in-building meetings are held. One of those meetings is for staff inservice and the other for vertical teams to meet, communicate and coordinate their effort in accomplishing their goals and objectives.

Other meetings scheduled are: task force committees, district vertical meetings, district grade level meetings, departmental meetings, and school district programs for all staff.

Instructional guides have been finished in the areas of mathematics, social studies, communication arts, science and health. These guides will provide the emphasis for future meetings with teachers.

descriptors

Basic principles of curricular planning, implementation and evaluation
Acquisition of units of study in all curricular areas for inclusion in the Talawanda School District Curricular Resource Center
Critiquing of learning activities included in Instruction Guides for future revision

participants

All teachers are members of a building vertical team or department and district vertical team

program evaluation

Each spring the Curriculum Council surveys the staff for improvement suggestions
A calendar committee develops the schedule of inservice for the coming year based on needs

outcomes

Instructional guides are developed
Communication, correlation and cooperation is accomplished by district linkages sharing ideas, materials and mutual problem solving
Textbooks and materials are selected
Curricular areas are evaluated and district decisions are made
Implementation of curricular decisions

contact

Roe W. Hildreth, Superintendent
Talawanda Local Schools
131 West Chestnut St.
Oxford 45056
(513) 523-4716

SCHOOL DISTRICT Tallmadge City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Elementary Reorganization

program description

A central office assessment of the need to reorganize elementary attendance areas was effected in 1975. (Change from four K-6 buildings to two K-4 and two 5-6 buildings.)

Parents were informed of the advantages of the changes during the summer months. The advantages were then assessed item by item. The director of pupil personnel services directed the study. Measurable objectives were developed which related to assessing the strengths and weaknesses of the reorganization.

A time frame from September through May was established to acquire all the necessary input to fairly assess the advantages and disadvantages of the change.

From September through May committees met to discuss all aspects of the reorganization.

descriptors

Basic principles of implementing change involving evaluation
Identified a variety of alternative approaches to the reorganization pattern
Input, acquisition, and application of the organizational concepts relating to our reorganization

participants

All elementary staff, parents, transportation supervisor

program evaluation

Periodically administered questionnaires (teachers, students, parents), results of achievement test comparisons; results of attitude scales; results of sociometric surveys, and verbal and written reports by pupil personnel that the reorganization objectives were being met

outcomes

The committees involved came to the conclusion that the reorganizational change had met its stated objectives and that it would become the elementary organizational pattern for our district

contact

Barbara Clancy
Director, Pupil Personnel
Tallmadge City Schools
486 East Avenue
Tallmadge 44278
(216) 633-0612

SCHOOL DISTRICT Upper Valley Joint Vocational School District

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Staff Development

program description

In recent years, performance-based teacher education concepts and material have met with increased acceptance as a means of preparing individuals to enter the teaching profession and to progress in it. Under sponsorship of the National Institute for Education, The Center for Vocational Education of The Ohio State University developed a performance-based vocational teacher education curriculum designed for use in implementing pre-service or inservice PBTE programs in vocational education.

The program developed at the Upper Valley J.V.S. is designed to incorporate into the staff development program the 100 PBTE learning packages (modules) developed by the Center. Implementation of the program utilizes previously developed supervisor of instruction - teacher relationships in order to improve teacher competencies. In general, the supervisory process in which the PBTE materials are being utilized involves the following steps:

1. Pre-observation conference between the supervisor of instruction and the teacher.
2. Supervisor observes the teacher in the classroom or laboratory.
3. Post-observation conference to identify and discuss strengths and weaknesses.
4. Agreement on competency or competencies lacking or in greatest need of improvement. A module or series of modules is selected for the teacher to complete which will result in attainment or improvement in the limiting competency areas.
5. Supervisor acts as a resource person in assisting the teacher to complete the PBTE module.
6. Supervisor provides feedback or evaluation concerning attainment of the competencies covered in the module.

descriptors

Performance-based teacher education concepts and materials
Staff development processes in secondary and adult vocational education

participants

Vocational, general and adult education teachers

program evaluation

Assessment of teacher competency upon completion of each module
Pre- and post-implementation assessment of teacher competencies for funded project purposes
Subjective program evaluation by teachers, supervisors, and administrators

outcomes

Improvement of teacher competencies
Development of supervisory and staff development processes
Final report for the funded project

contact

Larry D. Householder
Supervisor of Instruction
Upper Valley J.V.S.
8811 Career Drive
Piqua 45356
(513) 778-1980

This process is used with both vocational and general education instructors in order to identify limiting competency areas and to determine the modules, resource materials, or activities necessary for the teacher to attain or improve these competencies.

This program was initiated through a proposal funded by the State Department of Education, Division of Vocational Education, for the Upper Valley J.V.S. to serve as a demonstration site for implementing PBTE concepts and materials in a staff development program for secondary and adult vocational instructors. Upon completion of the funded program (June 30, 1978), a final report will be compiled indicating the results of pre- and post-implementation assessment of teacher competencies as well as subjective appraisals of PBTE concepts and materials as a tool in secondary and adult vocational education staff development programs.

SCHOOL DISTRICT Vandalia-Butler City Schools

AREA OF STAFF DEVELOPMENT Skills, Knowledge

INSERVICE THEME Teacher Awareness and Knowledge and Skill

program description

Areas of perceived need, as viewed by the instructional coordinators, were addressed through a series of workshops designed to increase the awareness and knowledge of the participants quickly.

The spring series of workshops represents the beginning of a continuing program of staff development that is being planned based upon the assessed and felt needs of teachers.

descriptors

Metric Workshop
Dental Health Workshop
Newspaper in Education Workshop
Simulations For Social Studies
Workshop
Language Arts Materials Workshop

participants

K-12 teachers with emphasis on
K-8

program evaluation

Teacher questionnaire

outcomes

It is planned to develop or
adapt an instrument to assess
the needs of staff for further
inservice

contact

R. K. Thompson
Assistant Superintendent
Vandalia-Butler Schools
306 South Dixie Dr.
Vandalia 45377
(513) 898-4618

SCHOOL DISTRICT Wapakoneta City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Inservice Needs Assessment

program description

In order to identify and meet better the inservice needs and interests of certificated personnel, the Wapakoneta Education Association TEPS Inservice Committee surveyed three times during the 1976-77 school year. The first two questionnaires were adaptations of the OEA Inservice-Interest Survey and the OEA Inservice-Participation Survey. The third questionnaire dealt with topics and organization for the 1977-78 inservice programs. A summary of the trends was prepared. The superintendent supported the work, and the school system met the costs and provided some of the secretarial work.

The committee promoted the inclusion of the most frequently selected topics in the third questionnaire in the development of shared inservice programs for a cluster of school districts in WOEa. This decision was the result of responses on the questionnaire to proposed changes in the past format of the WOEa (Inservice) Day.

Based on these three questionnaires, the committee submitted several specific proposals to the WEA for changing the school district's approach to inservice in order to meet more effectively the widely varying inservice needs and interests of the certificated personnel. The WEA and the school board are negotiating these proposals. Proposed changes in inservice include more released time and procedures for personnel to use in setting up, performing, and evaluating inservice activities.

descriptors

Inservice needs assessment
School districts clustering for shared inservice programs
Involvement of professional education association and school district in inservice surveys and changes
Proposals for changes in school district approaches to inservice

participants

Certificated personnel

program evaluation

Summary of three questionnaires

outcomes

Two inservice topics and their modes of presentation were selected; several topics with clustered school districts sharing presentations were proposed
Specific proposals for changes in school district's approach to inservice were developed
Proposals are being negotiated

contact

Cheryl Snyder
WEA TEPS Inservice Committee
Chairman
Wapakoneta City Schools
South Blackhoof
Wapakoneta 45895
(419) 738-3312

SCHOOL DISTRICT Wayne County Joint Vocational School

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Teacher Self-Evaluation

program description

The intent of teacher self-evaluation is to provide schools with a program for continuing professional growth. The teachers learn techniques for analyzing their behavior in the classroom. They become aware of their nonverbal and verbal communicating to students. Teachers learn to appreciate different ways of directing learning. They gain awareness of their classroom behavior and establish a program to alter any behavior which they believe is inappropriate.

An important intent of this project is that supervisors learn to facilitate teachers' growth experiences. A supervisor learns to provide appropriate support and reinforcement while a teacher analyzes his or her classroom behaviors, sets targets, and modifies certain of those behaviors.

descriptors

Split screen videotapes from which teachers will analyze their behavior. The tape content is the property of the teacher.

participants

The participants volunteer for this program from different vocational and academic areas.

program evaluation

The participants use standard evaluation instruments designed for this program which includes verbal and nonverbal inventories.

outcomes

The participants share tape with their supervisor. Goals are set for self improvement.

contact

Al Penn.
Coordinator of Project
Wayne County JVS
Box 378
Smithville 44677
(216) 669-6411

SCHOOL DISTRICT Wayne County Joint Vocational School

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Voluntary Professional Growth Plan

program description

The need for faculty members to become involved in community leadership experiences and to spread the influence of the joint vocational school is one reason for this growth plan.

A point program has been developed for college work, school service, community service, travel, work experiences, leadership, and innovativeness.

The work is all done outside the regular work day and a faculty committee decides if the service is worthy of a \$375 increase in pay.

descriptors

Points for growth activities

participants

Faculty members

program evaluation

Faculty and administration
review committee

outcomes

In four years 9% of our faculty have qualified for extra pay through the Voluntary Professional Growth Program.

contact

Harold E. Drake, Superintendent
Wayne County JVS
Box 378
Smithville 44677
(216) 669-6411

SCHOOL DISTRICT Washington Local, Lucas County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Program for Elementary Teachers

program description

A system-wide committee with teacher, administrative, and county office representation was organized to promote and recommend direction for the district's inservice training. This committee devised an inservice needs assessment instrument which was divided into primary and intermediate areas. Areas were assigned priority rankings by the elementary department chairmen. The priorities lists were distributed to all elementary teachers for their selection of specific inservice programs. Participation is voluntary.

Inservice programs are to be offered on either a half-day or full-day basis. Substitute teachers are provided for teachers attending the inservice workshops.

Top priority topics were:

Primary: Make It - Take It Workshop in Math Learning Centers
 Make It - Take It Workshop in Reading and Language Arts
 Visitation to other classrooms and schools
 Games and skills for Macmillan Reading series
 Classroom activities for talented children
 Techniques for LD children

Intermediate:

Games and skills for Macmillan Reading series
 Math Make It - Take It Workshop
 Reading and Language Arts Make It - Take It Workshop
 Visitations to other classrooms and schools
 Classroom activities for talented children
 Use of newspaper in the classroom

descriptors

Instructional materials
 Instructional methods
 Elementary teachers inservice

participants

Teachers K-7

program evaluation

System-wide inservice committee evaluation

outcomes

Materials for classroom use
 Techniques to improve classroom instruction

contact

David Huffman
 Assistant Superintendent
 Washington Local Schools
 5201 Douglas Rd.
 Toledo 43613
 (419) 473-3431

SCHOOL DISTRICT Wilmington City

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Dissemination of Skills Learned at Professional Meetings

program description

Teachers apply through the superintendent's office for permission to attend professional meetings. After the meeting, each teacher files a written report stating skills and information gained. Often teachers wish to share their experiences with others. In such cases, arrangements are made for a demonstration of skills learned or for discussion of the meeting attended.

One such demonstration involved two teachers who attended a workshop on vision, visual perception and visual motor effects on learning. Notice was posted in each building of the time and place where this information would be shared. Twenty teachers attended the demonstration session in which they performed many of the test items and techniques designed to develop visual perception and related skills.

Other sessions included discussion of topics such as mainstreaming techniques, compliance with Public Law 94-142, and techniques and resources for career guidance and career education.

descriptors

Local staff members share expertise gained in professional meetings

participants

Personnel with similar interests
Topic is advertised via memorandum to each building

program evaluation

Informal feedback

outcomes

Application of skills learned by staff at professional meetings to local setting

contact

E. Gaye McGovern
Director of Pupil Personnel Services
Wilmington City Schools
576 W. Main St.
Wilmington 45177
(513) 382-1641

SCHOOL DISTRICT Worthington

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME "The Obvious Secret"

program description

Our district goals were developed from the thinking submitted by members of the board of education, central and building administrators, teachers, students, staff and community response to the survey.

District goals include:

Develop skills in reading, writing, speaking and listening
 Gain a general education
 Learn how to examine and use information
 Develop a desire for learning
 Develop pride in work and a feeling of self-worth
 Learn to respect and get along with people with whom we work

In "The Obvious Secret" effort the goals are:

Increase administrator competency
 Improve school programs
 Identify inservice needs
 Consider persons for transfers and promotion
 Assess personnel selection process
 Recognize contributions of administrators
 Dismiss incompetent staff

"The Obvious Secret" is that when people are under threat of dismissal because of evaluation, they stop growing and begin sabotaging and subverting. Our goal is to have a teacher in every classroom who cares that each student each day grows and learns and feels like a human being.

descriptors

Needs Assessment
 In-depth interviews
 "Mission"--one's personal commitment in terms of making an affirmative impact upon the lives of others

participants

All staff

program evaluation

Staff feedback to administrators
 Central office, community and student feedback

outcomes

Periodic meetings
 End-of-year assessment

contact

Early W. Lane
 Acting Superintendent
 Worthington City Schools
 799 Hartford St.
 Worthington 43085
 (614) 846-9383

SCHOOL DISTRICT Canfield Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Reading Motivational Activity, Right-to-Read Patches

program description

A review of the results of the Cruikshank Teacher Problem Checklist administered to middle school teachers indicated a high priority need of a majority was a desire to seek innovative ways to help adolescents grow in their positive attitude toward reading and help them to realize the worth of reading as a useful tool and source of enjoyment. In addition, teachers reported a concern about inadequate middle school student success-oriented activities related to reading.

To address this concern, the Read to Win program was adopted by the middle school staff as a motivational activity for grades 5-8. The activity was under the direction of the reading subcommittee of Curriculum Council.

This committee set local guidelines for the project. Those included on the committee were the Right-to-Read director, middle school administrators, language arts chairman, librarians, reading specialists, and central office representatives.

Guidelines were presented to the staff by the Right-to-Read director. In keeping with the athletic theme of the project, a kick-off assembly was held for all middle school students on January 20, 1977. Participants included a local television news anchorwoman, Youngstown State University athletes, and local high school athletes and actors. Each briefly outlined the importance of reading in their success. Students were encouraged to join the reading team and win an iron-on patch to show that they had read "more than before". The competition is individual with students breaking their own reading records and choosing their own books to read. When an individual goal is met, a patch is presented.

The activity was continued until the end of March when a scroll was displayed, listing all those who participated. A Reading Hall of Fame certificate from the Ohio State Department of Education was presented to the Canfield Middle School.

Wide publicity of the events through the media has resulted in parent and community support of the project. Teachers' enthusiasm for the activity has resulted in a renewed interest and concern for student attitudes and reading importance in general.

descriptors

Basic principles of student attitudes and motivation
Read to Win program developed by Ohio State Right-to-Read Department

participants

Representatives from all grade level and subject areas in planning and evaluation
Total middle school staff and student body
Right-to-Read directors

program evaluation

Review of individual responses on the Read-to-Win application blanks
Teacher assessment of observed improved student attitudes

outcomes

A broad-based awareness of the Right-to-Read effort for community and total school staff
A positive change of individual attitudes toward reading by grades 5-8 students

contact

James Hall
Assistant to the Principals
Canfield Local Schools
100 Wadsworth St.
Canfield 44406
(216) 533-3303, ext. 30

SCHOOL DISTRICT Canfield Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Right-to-Read Reading Improvement Project

program description

During the 1974-75 school year, the Curriculum Council of the Canfield Local Schools (a district-wide curriculum planning group composed of the superintendent, the administrative assistant, building principals, district level department chairmen, department chairmen, teachers and specialists, parents, county office supervisors, and board of education members) made reading improvement a priority agenda item. Additional reading programs were added to both the middle school and secondary school as part of council activities. Additional broad-based committees were established to study the problem and make recommendations.

Both student and teacher assessments were conducted to determine the severity of the local needs.

The Curriculum Council Reading Committee analyzed the current reading program using the Right-to-Read Assessment and Planning Handbook.

The results of this extensive assessment process resulted in the desire of the elementary staff to initiate a comprehensive study, development, and implementation of grade level-student need specific plans for curricular revision. Included in this proposal was a preservice teacher component.

Presently using Title VII funds, the local elementary staff is involved in designing, constructing and selecting or modifying specific learning materials to meet diagnosed reading needs at all grade levels.

In addition, a preservice model with Youngstown State University is currently being field-tested to provide support services to assure more individualized instruction.

The project staff is provided with periodic formal inservice seminars designed to inform all staff of project objectives and offer technical assistance for package development.

descriptors

Broad-based curricular assessment of student and teacher needs
Reading skills inservice seminars
Learning package construction technical assistance
Continued evaluation of all project components and activities

participants

Representatives from all grade level and subject areas in planning and evaluation activities (Curriculum Council)
All elementary staff
Total administrative staff
Youngstown State University staff and students

program evaluation

Collection of three general kinds of data: standardized tests; nonstandardized tests; surveys, checklists, and logs

outcomes

Implementation of Title VII project
Overall goal is to insure that every student shows reading achievement approaching the limits of his/her capacity

Consultants have been contracted for large and small group assistance in developing skills in the diagnosis and remediation, development, and enrichment of individual student needs.

It is expected that as a result of this project all students will be reading at grade potential by the end of grade 3; the elementary staff will be proficient with specific skills to enable them to develop and administer an individualized reading program; a set of reading grade-level-specific materials will be available; and a university instructional support, teaching-learning component will be available as a support unit for instruction.

Results of project activities are disseminated to the entire community periodically through local newspapers and a community newsletter delivered to all citizens. In addition, project directors report monthly to the Curriculum Council. Community groups have requested presentations concerning the project. Survey information suggests that the community endorses the high priority assigned to reading instruction by the local school. The continued interest of local groups verifies this concern.

contact

Joyce Brooks
Right-to-Read Director
Canfield Local Schools
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Canfield 44406
(216) 533-3303

SCHOOL DISTRICT Clark County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Diagnostic-Prescriptive Reading

program description

A series of four workshops was designed to improve reading teacher skills. The workshops deal with recognition of the behavior through formal and informal means and specific remediations in each of the areas. They are enlivened by cartoons. Specific examples of student performance are included on transparencies and slides. Examples of materials both commercially produced and teacher-made are included.

descriptors

A series of four workshops to increase teacher skills in the following areas:
auditory perception
visual perception and sequencing
motor skills
tactile/kinesthetic performance

participants

Teachers 1-4 or 3-6
(slightly different workshops
for lower and upper elementary)

program evaluation

Questionnaires

outcomes

More materials are constantly
being reviewed and included

contact

Mary Jane Curtis
Director, Title IVC
Clark County Board of Education
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Springfield 45503
(513) 325-7671

SCHOOL DISTRICT Franklin Local School District Teacher Corps

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Teaching of Reading and Language Arts in the Elementary School

program description

A Teacher Corps-initiated assessment of student attitudes and staff and school needs resulted in the identification of a variety of inservice needs related to reading and language arts. These included the desire for inservice on reading diagnosis and prescription as well as help in individualizing through learning centers.

To meet these needs, several courses of action were taken. A series of inservice workshops for teachers, principals, teacher aides (and sometimes school volunteers) was held throughout the year. The first was an all-day workshop held on a school professional day in October. Participants could attend two of three sessions. The second was a walk-in workshop held at each building on one of two parent-teacher conference days in November. Participants could obtain ideas for learning centers and reading games through films, filmstrips, books, and a display of teacher-made educational games. An hour-long handwriting workshop was held for district staff after school in early February. Building videotape workshops have been held to instruct staff members in the use of our videotape equipment. Plans for a spelling workshop are now being made.

In addition to workshops, teachers have the opportunity to take one course per quarter taught by Ohio University professors. Follow-up help to teachers for implementation of course methods within the classroom is available through a Reading Resource Team of three Teacher Corps staff members.

A committee of five teachers representing the five elementary buildings meets monthly with Teacher Corps staff. In addition, community members meet with Teacher Corps staff to plan inservice for volunteers.

descriptors

Identification of a wide range of alternative approaches from which choices can be made to individualize reading/language arts

participants

Elementary teachers and principals (prime target)
Teacher aides and school volunteers

program evaluation

Periodically administered questionnaires and evaluations
Input from teacher representatives
Planned end-of-year attitude assessment (students) and test results assessment

outcomes

A variety of workshops have been held, with a high percentage of attendance
62% of eligible staff have taken at least one course
Increase in individualization, sustained silent reading, creative writing within classrooms

contact

Ann Wood, Teacher Corps
Site Coordinator
Franklin Local Schools
Philo Elementary School
Philo 43771
(614) 674-4784

SCHOOL DISTRICT Greene County Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME K-9 Reading Assessment

program description

The county curriculum action council initiated the study and assessment of reading K-9. Designated representatives from each elementary and junior high building along with county office personnel made up the assessment committee. The objectives established for this committee were:

1. Solicit reading problems from all teachers (1-9) relating to insufficient materials and unrecognized techniques via a problem checklist.
2. Rank the problems according to frequency and bothersomeness.
3. Study materials that can correct the most difficult problems.
4. Offer techniques that will enable the reading problems to be overcome.

A time frame from September 1976 to May 1977 was designated to complete the initial assessment and to make recommendations to the superintendent.

descriptors

Principles of descriptive research survey technique utilized, identified teacher problems in the instruction of reading, recommendations and alternatives for solving these problems explored

participants

All K-9 reading teachers, building representatives, and county office personnel

program evaluation

Periodic reports to the county curriculum action council

outcomes

The listing of recommendations tailored to the K-9 reading needs of each local district will be implemented and evaluated during the 1977-78 school year

contact

Howard L. Post
Curriculum Director
Greene County Schools
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Xenia 45385
(513) 372-0091

SCHOOL DISTRICT Jefferson Local Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Using Children's Literature to Extend the Reading Program

program description

A committee-initiated assessment of a local staff's reading program identified a need to strengthen and extend the reading program, using the many new children's books and resources available in the school library.

A series of three workshops were planned:

A teacher's "Read-In" where 400 new books were added to the existing library. Books of varied interests, kinds, and levels of difficulty were set out in centers for browsing and reading.

Task cards were prepared to direct the exploratory activities, such as

Identify two books that might be of interest to young athletes.

Select one book you feel you would like to read aloud to your class. Why did you choose this one?

Choose a Caldecott or Newbery Award book for your class. How would you arouse student interest in the book?

Each participant selected a task. At the end of the time allotted, the whole staff regrouped and shared their responses and findings. Interaction was lively and effective. Evaluation revealed real knowledge of new children's books had been gained.

Teachers reported on the use of children's literature in the classroom; products of creative writing; verbalizations and use of library were shared.

The resource teacher presented new ways to motivate children to write.

descriptors

Identification of the many ways a teacher may use children's literature to extend and enrich the reading program
Use of Media Centers
Application of new procedures in reading

participants

All teachers K-5 plus librarian and special area teachers

program evaluation

Evaluation checklist

outcomes

Greater use of library facilities and better understanding of books available
Increased awareness of the many and varied contributions of literature toward a reading program

contact

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Elementary Consultant
Franklin County Schools
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Columbus 43215
(614) 462-3270

SCHOOL DISTRICT Lorain City Schools

AREA OF STAFF DEVELOPMENT Skills, Knowledge

INSERVICE THEME, Diagnostic-Prescriptive Model/Teaching

program description

A teacher needs assessment revealed that teachers needed and wanted more precise information about the reading strengths and weaknesses of their students.

A criterion referenced test was adopted that would measure the reading skills of students K-8.

- range of Grade Equivalents of four functional level tests
(1.5-2.5, 2.0-3.5, 3.0-4.5, 4.0-6.5)

STAFF ORGANIZATION

- Reading/Curriculum Specialist to head team of other supervisors and work directly with building principals
- Train Title I teachers - in turn they become resident "experts"
- Non-title buildings - train principals and teachers

DECISION MAKING

- Implementation team, building principals, director of curriculum/instruction in conjunction with classroom teachers

SEQUENCE (by teacher-by building): Implementation

- Test
- Prioritize Objectives
- Plan instruction based upon needs as identified by tests
- Staff Development to aid in meeting these needs
- Post-test (assess) identified objectives ... ongoing

descriptors

Theory of Diagnostic/Prescriptive model and teaching procedures
Identification of strengths and weaknesses in the major skills in reading (Phonetics and Comprehension)
Utilization of test results
Skill grouping-flexible grouping
Staff Development materials/strategies

participants

Teachers/supervisors that address the needs in reading of those students in the 1.5-6.5 grade equivalent range
Especially those in Grades 2-6

program evaluation

Teachers written evaluations after each staff development session
Teacher/building goals
°reached?
°measured by post-test results

outcomes

Examination of the curriculum and its goals
Examination of the basal reading program and those skill areas it does not address

contact

Ruth Ann Plate, Reading Special-Supervisor DPPF 1st
Lorain City Schools
1020 Seventh St.
Lorain 44052
(216) 244-9000, ext. 240

SCHOOL DISTRICT Madison Local (Richland County)

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Comprehension Workshop

program description

The target group of students to be served by the Comprehension Improvement project are enrolled in the six elementary schools qualifying for Title I funds. The educational and cultural characteristics of the group as based upon Title I guidelines would place these students below the district-wide average. The methods used to identify these students are the results of the district-wide criterion-reference testing program.

The short-range evaluation of this project will be conducted by surveying teacher skills as outlined in the project. The long-range evaluation will be evident with the results of the criterion reference test given in September 1978.

Teachers will be able to identify comprehension skills at the conclusion of the workshop.

Teachers will acquire the techniques to teach comprehension skills at the conclusion of the workshop.

Teachers will construct materials to reinforce the comprehension skills taught.

descriptors

Objectives: Teachers will -
Identify an activity that aids in comprehension
Prescribe a teaching technique for each skill
List reinforcements of comprehension skills
Prescribe conditions that enhance the reinforcement of comprehension skills

participants

36 elementary teachers and six teachers' aides employed by the Madison Local Board of Education

program evaluation

Through a pre and post survey, teachers will demonstrate an increase in the number of skills they know

outcomes

Results in criterion-referenced tests will show improvement

contact

Beverly Amsbaugh
Director of I.M.C.
Madison Local Schools
800 South Illinois Avenue
Mansfield 44907
(419) 522-3137

SCHOOL DISTRICT Muskingum County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Individualization of Reading Instruction

program description

A two-week summer inservice on diagnostic teaching of reading coordinated with a local university was offered all elementary teachers in a local district. The inservice was held in one of the local schools with local children to provide a practicum experience.

The first week the inservice emphasized:

- diagnosing reading behavior
- selecting approaches for reading instruction
- determining teaching situations
- selecting appropriate material
- corrective teaching
- maintaining a reading profile
- keeping records

During the second week, the teachers spent each morning teaching four children in a supervised setting. Four staff consultants were available so that discussion could consist of small groups of teachers. Interaction and some lecture were presented each afternoon. Teachers conferenced with children and parents on the last day.

descriptors

Diagnosing reading behavior
Determining teaching procedures
Immediate practice of learned concepts with children. Under staff supervision

participants

Entire elementary staff

program evaluation

Teacher's ability to appraise child's reading level and provide adequate instruction

outcomes

Breakdown of barriers at grade levels. Children taught on instructional reading level.

contact

Gloria King
Elementary Supervisor
Muskingum County Board of Education
1965 Chandlersville Rd.
Zanesville 43701
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SCHOOL DISTRICT Muskingum County

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Reading Study Skills in the Content Areas

program description

This workshop was the summer after the workshop on diagnostic teaching of reading. Teachers could accommodate the various levels within reading class. A need prevailed in reading in content areas. This two-week summer workshop offered four hours credit for teachers paying tuition. It was coordinated with a university. The second week was a practicum with a team of three to four teachers assigned 15 to 20 children.

Using the unit of study developed the first week, the teacher did the following:

- 1) Diagnosed concepts and reading skill learning abilities
- 2) Developed behavioral objectives to fit the needs of the children
- 3) Established learning groups to fit the needs of the children (large, small, individual)
- 4) Taught the unit

Included in skills taught the first week were:

- 1) Survey available reading material and determine the readability and comprehension levels of the materials
- 2) List the primary concepts or generalizations for the topic as well as secondary concepts available for alternate avenues of study
- 3) Write an introductory resume of the unit which reviews the topics and gives reasons for study
- 4) Prepare a structured overview of the key vocabulary (concepts) words and subsuming vocabulary and their relationships and interrelationships

descriptors

Emphasis on individual differences in the content reading areas

Develop a unit of study given the individual differences

participants

Elementary and middle school staff

program evaluation

At monthly meeting report on units team is working on

outcomes

Not as well defined as some inservice

contact

Gloria King
Elementary Supervisor
Muskingum County Board of Education
1965 Chandlersville Rd.
Zanesville 43701
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- 5) Prepare a motivating activity to introduce and motivate the students to study the unit
- 6) Prepare key vocabulary practice and learning activities at a number of comprehension levels
- 7) Prepare a guided reading lesson to develop at least one concept or generalization crucial to the unit (noting readability level, level of comprehension of the question)
- 8) Develop a diagnostic concept and study skill battery for the unit
- 9) Include opportunity for study development to cover at least two major study skills at three or four levels of development
- 10) Develop a unipac on a topic related to the unit for a slow reader or gifted reader

SCHOOL DISTRICT North Ridgeville City Schools

AREA OF STAFF DEVELOPMENT Attitudes

INSERVICE THEME March Into Good Reading

program description

On March 7 and 9 a parent-teacher Make It and Take It workshop was held at two of the elementary schools. Teachers were given an open invitation to attend during their breaks and an invitation was issued to all administrators.

The parents were given a card listing their child's individual needs in reading. Parents saw many examples of activities that would meet their children's reading needs. They were given time to construct and discuss these activities with the reading teacher, classroom teacher, and administrator.

The parents and educators attending will leave the workshop ready to "March Into Good Reading". Handouts will be provided for further motivating activities that can be constructed or bought by parents and teachers.

Individual Needs Assessed

alphabet
sounds
sight words/phrases
comprehension
stuctural analysis
self-concept
learning attitude

Motivating Activities

Board games
Card games
Lotto/Bingo games
Puzzles
Books
Tapes/records

descriptors

Identification of individual reading needs
Opportunity to construct activities to meet individual reading needs
Parent and teacher input into Title I reading program

participants

Title I reading parents
Classroom teachers of Title I students
Administrators

program evaluation

Parent conferences
Teacher conferences
Pupil conferences

outcomes

A guide of activities to construct for motivating reading and learning attitude
To coordinate pupil and teacher and parent objectives in learning to read

contact

Susan L. Pyle
Title I Reading Teacher
Lear North School
5580 Lear Nagle Road
North Ridgeville 44039
(216) 327-8440

SCHOOL DISTRICT Northwest Local

AREA OF STAFF DEVELOPMENT Skills, Knowledge

INSERVICE THEME Make and Take Workshop (K-6)

program description

A principal initiated assessment of curriculum needs was carried out 3 months prior to the program. The teaching staff used the needs assessment instrument produced by OEA. From data collected with the instrument, the concentration point was to be material dealing with Language Arts and reading in grades 4-6 with all areas of curriculum for K-8.

By utilization of personnel from the University of Akron and Cleveland Binding Corporation and a teacher from the Akron City Schools, the staff in K-3 volunteered to spend a Saturday to produce material during the workshop. Grades 4-6 participated in their activities a week later, once again on a Saturday.

It is important to note that the program was originally set for Friday, January 28 but had to be cancelled because of the weather conditions. The majority of the staff, grades K-6 volunteered to attend a session if it could be rescheduled on a Saturday.

descriptors

Development of gaming activities to provide additional learning in all areas of curriculum K-3

Development of gaming activities to promote additional learning in language arts and reading 4-6

participants

All staff grades K-6

program evaluation

Materials produced were being used to help promote learning in the different classes. Written comments from participants indicated they felt the program was beneficial to them.

The fact that materials to produce the gaming activities were made available was viewed as a positive part of the program

outcomes

Teachers are using the materials and are indicating an interest in producing more

contact

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Superintendent
Northwest Local Schools
Edon 43518
(419) 272-3213

SCHOOL DISTRICT Poland Local

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Reading Skills Continuum

program description

An assessment initiated by the Reading Committee and endorsed by the Elementary Curriculum Council identified the need for a reading skills continuum to provide guidelines of those skills which are to be introduced, reinforced, and mastered at each grade level and an instrument to test the skills for mastery.

The Reading Committee directed the project with support from the Mahoning County reading supervisors. Each grade level was chaired by the representative to the Reading Committee. Initially, work was done by grade level. The committee studied the scope and sequence charts for decoding and comprehension skills from each of the three basals being used.

The collection of data began in November and meetings by grade level took place every two weeks. A rough draft of the continuum was edited and evaluated. The testing instrument will be developed using the same procedure.

descriptors

Identifying the decoding and comprehension skills found in the tri-basals used in our system

participants

All elementary and middle school reading teachers

program evaluation

When the objective is met, the inservice will be considered successful

outcomes

A reading skills continuum for grades 1-6 and an instrument for measuring skills

contact

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Reading Coordinator
Poland Local Schools
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Poland 44514
(216) 757-1543

SCHOOL DISTRICT Warren City

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Improving Reading Instruction and Pupil Evaluation at the Elementary Level

program description

Only one day is available for city-wide inservice activities. Consequently, efforts are made to address ourselves to the most pressing needs.

A representative committee of teachers and administrators conducted meetings to discuss and identify city-wide instructional needs at the elementary level. The decision was made to divide the day in order that both city-wide and building level needs could be accommodated.

Four interrelated topics were identified as the major areas: Reading Skills Assessment, Grouping for Reading Instruction, Reading Enrichment Activities, and Grading and Reporting Procedures.

Subcommittees of teachers who are recognized for their expertise in these areas met to plan the presentations for the city-wide session. Each building principal worked with the staff to plan building level sessions.

The elementary teachers were divided into four groups and participated in the four sessions on a rotating basis.

The building-level topics were diverse, due to the differing needs identified by each staff.

A follow-up assessment was conducted on a sample basis to ascertain whether the inservice objectives were met and to solicit suggestions to improve future sessions.

descriptors

Identification of needs to improve classroom instruction
Application of techniques designed to improve the teaching of reading
Application of grading and reporting to parents techniques for a continuous progress-based reading program

participants

Elementary teachers

program evaluation

Questionnaire administered to a sample of participants and suggestions for improvement of future sessions

outcomes

Principals and building staff personnel discussed the procedures presented and their utilization in the classroom

contact

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Director of Curriculum and Research
Warren City Schools
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Warren 44482
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SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Diagnostic and Prescriptive Teaching of Reading in the Primary Grades

program description

An assessment of teachers and administrators within the county led to establishing guidelines for a class in the diagnostic and prescriptive teaching of reading in the primary grades.

After teacher interest was established, the county office made contact with Bowling Green State University to design such a program. The university was able to offer 14 hours of graduate credit for the series of three courses which included: Foundations of Reading Instruction, Investigation in the Teaching of Language Arts, Seminar in Reading Program Management and Development.

Teachers who chose to take the complete series received a special tuition price. Those taking only a portion of the packet paid regular extension fees. Classes met weekly for two and one-half hours from October until May and followed the elementary school calendar.

Sessions were designed for the teacher to make maximum use of her classroom in establishing a diagnostic and prescriptive approach to reading instruction.

descriptors

Basic principles of primary reading instruction with emphasis on both the cognitive and affective in teaching reading Identification of skills and a knowledge of assessment procedures in order to individualize instruction, grouping and regrouping, using materials already available to the teacher

participants

Kindergarten through 3rd grade teachers in five local districts

program evaluation

Questionnaires administered from the county office and the university to see if teacher needs are being met

outcomes

Another inservice course or a follow-up to this series is being considered

contact

Dottie Hillerich
Nancy Buchanan
Curriculum Coordinators
Wood County Office of Education
Court House Square
Bowling Green 43402
(419) 352-6531

SCHOOL DISTRICT Wood County

AREA OF STAFF DEVELOPMENT Skills, Knowledge

INSERVICE THEME Reading Improvement (K-6) Workshop

program description

K-6 teachers were given a half day of released time. The program consisted of a main speaker and group workshops. We divided teachers into three working groups: K, 1-3, 4-6. Teachers constructed material and games for use in the classroom.

descriptors

Vocabulary development
Language development

participants

K-6 teachers

program evaluation

Evaluation sheet at workshop

outcomes

Informal follow-up in schools
Increased interest in reading instruction

contact

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Wood County Schools
County Bldg.
Court House
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SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Vocabulary Development

program description

A questionnaire on reading skills, kindergarten through grade 6, given to the county teachers identified vocabulary development as an area of high interest. This led to a one-half day released time inservice workshop planned by the county office staff with help from an outside consultant. Half of the three-hour time allotment was devoted to comprehensive presentation on measurable objectives and guidelines for increasing students vocabulary. This was followed by dividing the large group of teachers into smaller groups of two grade levels each. These smaller sessions covered teaching strategies of vocabulary development within grade levels. Folders of materials and activities for classroom use, which had been developed by the county office staff, were explained and distributed to the teachers.

descriptors

Principles of vocabulary development along with objectives for teaching were presented and discussed
Activities were initiated to increase interest in vocabulary development for each individual child

participants

K-6 teachers from six local school districts

program evaluation

Questionnaires were distributed to participants regarding this program and future inservice meetings

outcomes

There appeared to be increased interest in vocabulary teaching within the local districts
Visible use of materials presented at workshop

contact

Nancy Buchanan
Dottie Hillerich
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Wood County Office of Education
Court House Square
Bowling Green 43402
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SCHOOL DISTRICT Geauga County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Techniques to Improve the Teaching of Reading

program description

On the basis of two local schools' assessment of school needs and a county office survey, it was determined teachers wished to improve their skills in the teaching of reading. At this time three county supervisors attended an awareness meeting at the Facilitation Center in Columbus.

One of the sessions attended was that conducted by Ethna Reid of the Exemplary Center for Reading Instruction in Salt Lake City. The teaching techniques described met the needs of all Geauga County teachers K-12.

In December of 1975 ten people (principals, county consultants, teachers) traveled to Salt Lake City to see the program in action. Upon their return they talked with superintendents, principals and teachers acquainting them with the specific teaching techniques developed by ECRI.

During the summer of 1976 two members of the ECRI staff conducted a five-day training session for 35 teachers who attended without a stipend. The same session was repeated by the county consultants with the aid of two teachers who attended the earlier session. Another 35 teachers took part.

One complete staff of an elementary school building entirely implemented the program. Two other school systems received adaptation grants and have trained 27 teachers who are also using the techniques in their classrooms.

County consultants have modeled the techniques in many classrooms and in many instances have involved teachers not already trained.

In June and August of this year 100 more teachers will be trained in two or three more workshops.

descriptors

Techniques for teaching reading and for classroom management

Student involvement both oral and written communication

participants

Teachers in grades K-12, principals and county consultants throughout Geauga County

program evaluation

Students were tested with a standardized reading test at the beginning of the school year and at the end of the year. They were also placed in reading groups on the basis of an individualized reading inventory

outcomes

Students have made gains from 1.0 to 3.0 during this school year. They have developed many writing skills and have developed independent work habits and an interest in reading not seen in students before

contact

Betty Janu, John Brett
Elementary Consultants
Robert Conley
Junior High Consultant
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Chardon 44024
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SCHOOL DISTRICT **Jefferson Local Schools**

AREA OF STAFF DEVELOPMENT **School Need**

INSERVICE THEME **Reading K-12**

program description

Eight teachers were trained as Right to Read directors and came back to their building to train the staff.

The impetus for this program rose out of an overall need for reading in the school system. The second thrust was toward increasing all teachers' knowledge of reading, and an attempt to change the teachers' attitude toward teaching reading.

The Right to Read directors developed a complete two-year planning program that included the establishment of objectives by the school system.

This committee has been effectively operating since August 1975.

descriptors

Developing an increased appreciation for reading
Providing an increased awareness of reading for the total community
Evaluating the K-12 reading program and making recommendations for its improvement

participants

All teachers, pupils, and parents (K-12)

program evaluation

Feedback from parents, teachers, and public library...number of library books read before and after program

outcomes

Each year the staff has become more receptive to the program, and they have provided more encouragement to the pupils to read more books

contact

Robert L. Bennett
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Jefferson Local Schools
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Gahanna 43230
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SCHOOL DISTRICT Pleasant Local Schools (Marion County)

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Study Skills

program description

Teacher Inservice Committee (3 elementary teachers, 1 elementary-junior high counselor, 2 high school teachers, and school superintendent) circulated a survey to staff member K-12. Survey results indicated need in obtaining more information on how to assist students in improving their study skills.

Committee used the results and established the following objectives in preparing an Inservice Day:

- 1) Provide knowledgeable resource to present practical methods to be used with students in the classroom.
- 2) Provide opportunity for staff involvement.

The program format was as follows:

- 1) Acquired Dr. Stephen Thompson from Akron University. Dr. Thompson met with 45 members in a large group setting for a brief background explanation of his philosophy and purpose. He then divided members into 9 groups. Each group moved off to a designated area and engaged in one area of the study skill techniques. Five members in this group accepted the lesson assignment as designed by Dr. Thompson and engaged in the studyskill technique as they would in a classroom setting. One member played the role of the teacher and other members were students. Following this session all members reassembled and a "leader" from each group shared findings with other members in the large group.
- 2) During the time block above the other 45 members were involved in session on:
 - A. Film - Reality of Success by Dr. Glasser
 - B. Update report from local committee on teacher evaluation

descriptors

Nine Study Skill Techniques:

1. Directed listening
2. Idea Line
3. Request procedure
4. Rewriting classroom materials
5. Vocabulary re-enforcement
6. Selective Reading Guide-O-Rama
7. 3 - Level Reading
8. Team Reading
9. Paired-Practive Reading

participants

90 staff members
Levels K-12

program evaluation

1. Written evaluation by participants on day of meeting
2. Follow-up evaluation meeting by committee

outcomes

1. Follow-up survey sent to teachers as to possible follow-up on ideas presented that day.
2. Implementation of practical ideas in class lesson preparation
3. Follow-up workshop on 9 techniques in after school session being considered.

contact

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Chairman of Inservice
Pleasant Local Schools
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Marion 43302
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SCHOOL DISTRICT Richland County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Informal Reading Inventory

program description

Teachers wanted to be more diagnostic in their teaching efforts, but many experienced teachers have not been exposed to informal testing that can assist them. This program was developed to meet this need.

The program is a three-hour workshop which can be given in two one-and-one-half hour sessions or three one-hour sessions. Sessions are usually planned one week apart in order to give teachers time to practice skills presented.

Background of use of informal testing is given and a packet on the use and interpretation of informal reading inventories is used. The workshop participants work through a passage of an informal inventory which contains all common errors. Scoring systems are discussed and forms are provided to make evaluation easier.

descriptors

Instructions on using an informal reading inventory; administering, evaluating and use of results to expand individual child's program to meet his needs

participants

Teachers interested in using diagnostic teaching of reading

program evaluation

Informal evaluation through use of informal inventory in classrooms
Individual conferences to assist staff members using informal inventories in their classes

outcomes

Possible follow-up group meetings

contact

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Richland County Schools
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SCHOOL DISTRICT South-Western City

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Mastery Learning

program description

This program was introduced by means of an adaptation grant from the Ohio Department of Education. The program was a product of a Title III grant to the Exemplary Center for Reading Instruction in Salt Lake City, Utah.

The training initially requires 60 hours of inservice time. The inservice focuses on specific techniques for teaching decoding, comprehension, creative writing, study skills, spelling and dictation. Additionally, participants are given inservice on behavior management techniques and ways to elicit student responses. The structure and organization of the mastery classroom is presented. The construction of materials required for implementation of the program is introduced during a workshop session.

When teachers in a building participate in this program, the building leadership team (principal and staff development teacher) also participates in the inservice. Evaluation of classroom implementation is done by the building leadership team.

The time frame, September through February, was used for the initial presentation of the directives for the various strategies of the program. While classroom implementation began during this time, follow-up is done on a continuing basis with all participants.

descriptors

Strategies composed of directives used to teach the language arts skills and support techniques such as a classroom organization for attaining mastery of content

participants

K-12 administrators and teachers

program evaluation

Participants - Direct evaluation of implementation of directives in the classroom

Students - Tests for mastery of content. Monitoring by normal test instruments

outcomes

Teaching to mastery of content
The development of mastery tests and materials required to implement the program

contact

James Rudder
Assistant Superintendent of Curriculum
South-Western City Schools
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SCHOOL DISTRICT **Wilmington City**

AREA OF STAFF DEVELOPMENT **Skills**

INSERVICE THEME **Successful Reading Instruction**

program description

The Reading Teacher Problem Checklist was administered to teachers at every grade level. The results identified specific needs felt by teachers to be essential to their success in teaching reading.

A teacher inservice committee was formed with representatives from each building in the district. This committee planned and evaluated inservice programs related to success in reading instruction. To date, two such programs have been conducted and additional programs are being developed.

The first program included workshops on reading in the content areas, the teaching team reading program, implementing the district's basal reading program, and reading readiness in the primary grades.

The second workshop concerned the use of learning centers as an instructional tool.

descriptors

Inservice workshops
Identification of specific needs in teaching reading

participants

All teachers in the
Wilmington Schools (K-12)

program evaluation

Written feedback questionnaires
and reports by subject area
coordinators specifying plans
for reading instruction

outcomes

Inservice meetings were held
to meet felt needs of teachers
in reading

contact

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Director of Pupil Personnel
Services
Wilmington City Schools
576 W. Main St.
Wilmington 45177
(513) 382-1641

SCHOOL DISTRICT Avon Lake

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Reading the Content Area

program description

An inservice program was conducted by the reading teachers at each junior high to implement awareness of reading in the content areas. The program delved into various facets of the reading process, such as vocabulary development and literal and interpretive comprehension in specific content areas. In addition, areas such as assessment of material, grouping, and individualization were dealt with.

The reading teachers devoted their time to this program for six weeks at the beginning of the first semester. They met with small groups of teachers during the school day, grouping based upon departments. All teachers participated. Sessions were held during classroom teachers preparation periods.

The program began in the fall of 1976 at the two junior highs. In the school year of 1977-78 the program will be conducted at the beginning of both the first and second semesters at both junior highs and the high school.

descriptors

Development of awareness of teaching reading in specific content areas
Development of skills in such areas as vocabulary building, comprehension techniques, assessment of printed material, grouping, and individualization

participants

All teachers, grades 6-9

program evaluation

Ongoing and continuous evaluation based upon a functional analysis by content area and reading teachers and administrators

outcomes

Programs conducted by reading teachers to aid other classroom teachers teach reading

contact

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Director, Curriculum and Instruction
Avon Lake City Schools
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Avon Lake 44012
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SCHOOL DISTRICT Berea City School District

AREA OF STAFF DEVELOPMENT Skills, Knowledge, Attitudes, and School Need

INSERVICE THEME Improving the Teaching of Secondary School Content Area Reading

program description

A three-year inservice plan for content area teachers was designed by the secondary reading specialists and central office personnel. The long-range plan evolved from a needs assessment, and it was revised periodically through a monitoring process which kept it in tune with the problems and interests of teachers.

One major summer workshop was aimed at basic understandings of the reading process. The workshop was planned for a cross-section of elementary and secondary classroom teachers. Both national authorities and local resource people worked with the participants for one week.

Two other major summer workshops were geared to the different content areas and their related reading issues. Again, a combination of national and local leaders was used.

Publicity and sign-ups were handled by the reading specialist in each building. Since a part of each workshop was divided into interest groups and required participants to choose among several offerings, there were a number of organizational details to coordinate.

During the workshops, an application segment was provided in order to transfer ideas to specific instructional plans or devices which would be ready to use with students. This proved to be a valuable segment of the workshops. Participants filled a resource notebook with the handouts received and the application ideas they shared.

At the conclusion, each teacher filled out a contract which was to be used as a follow-up and a link on which the reading specialists could build during the school year. The contracts proved to be an effective means to insure something would happen in the classroom as a result of the workshop.

Summer workshops were followed up by in-building workshops and inservice sessions offered during the school year. These sessions were planned and carried out by the building reading specialist. They included some time for formal presentation, application, and sharing ideas with other content area teachers.

descriptors

A long-range plan for increasing accommodation of student reading abilities in content area classes

A long-range plan to increase student reading abilities
An articulation means to reach across content area and grade level boundaries

participants

Secondary school classroom teachers

program evaluation

Immediate questionnaire and monitoring made possible through the use of the contracts

outcomes

Follow-up inservice opportunities on the building level
Fulfilled contracts
Resource notebook
Revision of instructional plans to better accommodate the range of reading abilities in a classroom
Class visitations by reading specialist

contact

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SCHOOL DISTRICT Delaware City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Improvement of Instruction (Reading)

program description

Responding to a need expressed by teachers and parents for students to improve their reading skills, the intermediate school principal set up the 1976-77 schedule so that seventh and eighth grade pupils would have one period of reading a day. In order to do this, all of the seventh and eighth grade subject matter teachers except those involved in the unified arts program were assigned one class of reading a day.

An introduction to the teaching of reading through the use of the Teaching Teen Reading Series was provided the teachers in a series of workshops in the spring of 1976.

An adaptation grant was applied for and granted by the State Department of Education for the purpose of training teachers in the methods of teaching reading developed by the Exemplary Center for Reading Instruction in Salt Lake City, Utah.

The grant provided stipends for a project coordinator, trainers and teacher participants.

All seventh and eighth grade reading teachers were involved. By the end of March they will have put in a minimum of 50 hours in training with ECRI procedures. They are being asked to use these procedures not only in their reading classes, but also with their subject matter texts.

Toward the end of the school year, student progress will be evaluated and teachers will also evaluate the ECRI approach and make plans for the continuation and modification (if needed) of the reading program for next year.

descriptors

Reading instruction
ECRI mastery program
Inservice

participants

Seventh and eighth grade teachers
Librarian
Reading specialist
Inservice training leader
Administrators

program evaluation

Pre- and post-tests of pupil attitude toward reading as well as reading achievement
Teacher evaluation

outcomes

Teachers who had not previously taught reading as a subject are teaching it daily
Pupils now have regular, daily reading instruction for a full period. Prior to this time, reading was included in the English period.

contact

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SCHOOL DISTRICT Gallipolis City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Reading Workshop - English Department

program description

A system-wide assessment of teachers resulted in the English Department teachers at the junior high and high school levels identifying the need for additional instruction in the area of reading. A reading instructor from Rio Grande College donated her time on two consecutive Saturdays and the following program was offered to the teachers:

Workshop I

- I. Readability Levels
- II. Levels of Reading
 - A. Independent Level
 - B. Instructional Level
 - C. Frustration Level
- III. Reading Inventories
 - A. Group Reading Inventories
 - B. Cloze Procedure
 - C. Individual Reading Inventories
- IV. Textbook Usage

Workshop II

- I. Development of Skills
 - A. Vocabulary
 - B. Reading Rate
 - C. Critical Reading
- II. Development of Leveled Study Guides
 - A. Literal
 - B. Interpretive
 - C. Applied

Teachers were actively involved in all aspects of the workshop.

descriptors

Readability levels
Levels of reading
Reading inventories
Textbook usage
Development of skills
Development of leveled study guides

participants

English teachers from the junior and senior high schools

program evaluation

Materials were constructed and used by the teachers in their classrooms. The college instructor and students evaluated the final product with teachers

outcomes

Improved teaching techniques. Workshop will be offered to other departments at junior and senior high schools

contact

Paul E. Bauer
Director of Curriculum
Gallipolis City Schools
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Gallipolis 45631
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SCHOOL DISTRICT Howland Local Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Secondary Reading

program description

Studies were conducted on problems facing the secondary teacher through departmental meetings and questionnaires. The information gathered showed a need for usable reading techniques for teachers of special subjects. A committee of teachers and administrators contacted Youngstown State University for assistance.

A graduate-level course was held on site for secondary teachers.

descriptors

Establish readability of texts
What can the special subject teachers do to develop vocabulary

How can the teacher change textbook vocabulary to help students better understand

participants

Secondary teachers (7-12)

program evaluation

Teacher comments (positive)
Teacher participation
Administrator observation

outcomes

Teachers now want to know reading level of texts before adoption

contact

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Howland Local Schools
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SCHOOL DISTRICT North Ridgeville City Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Incorporation of Reading Into Content Area

program description

The senior high school Right-to-Read Task Force helped identify, by use of a questionnaire, the areas of difficulty encountered by the high school staff in relation to reading in the content area. Priorities were established by general category (comprehension, individualization, etc.). The top ten individual items were listed in order of bothersomeness to the content area teachers. The results of the questionnaire were made available to all high school instructors.

Two specific areas, based on questionnaire results, were chosen on which to give inservice education and one additional related area was included. Inservice speakers were engaged to speak to the areas of building vocabulary development in the content area and using audiovisual equipment properly and effectively in the content area.

descriptors

Methods for determining the readability of a textbook, the relative range of student ability in a classroom and matching the two were introduced by speaker
Methods for teaching content area vocabulary were presented by a pair of speakers
Demonstration in effective use of audiovisual equipment presented

participants

Senior high school staff

program evaluation

Development of teacher-based reading priorities
Development of high school Right-to-Read Plan of Action
Informal feedback - favorable

outcomes

Reading priorities established
Plan of action written

contact

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North Ridgeville High School
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Ridgeville 44039
(216) 327-6711

SCHOOL DISTRICT North Ridgeville City

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Reading in the Content Area

program description

A program focusing on reading in the content areas was designed and presented by Dorothy Fischer of Hiram College. Developing teacher skills in regard to assessing text appropriateness through readability formulas and Cloze Technique procedures was of main importance. Identification of individual student expectancies in reading was included also as teachers worked with the Bond-Tinker reading expectancy level formulas applied to students. Diversification of materials was included through use of multicolored dittos to achieve visual discrimination skills with students.

Another session dealt with preparation of and preservation of visual aids for classroom use. This session also was conducted by Dorothy Fischer. Two other sessions, presented simultaneously, stressed effective use of new math texts in the elementary grade levels and articulation of content area curricula from middle school through high school. These three sessions took place in separate buildings.

Objectives of the reading session emphasized increasing teacher skills in: 1) assessment of text validity for the grade level; 2) assessing validity of supplemental materials; 3) application of skills to textbook selection committees; 4) assessing individual reading expectancies; and 5) predicting individual student success with regard to use of presently adopted texts.

Objectives of the visual aid preparation session emphasized increasing teacher skills in the use of equipment; lettering techniques; and aesthetically attractive arrangement of materials.

Grouping arrangements were important in the reading session as skills needed and methods used were emphasized by content area.

Resources for both sessions were provided by Dorothy Fischer and included the Dale-Chall and Fry readability formula research, Bond-Tinker, Cloze Technique formula sheet, laminating materials, multicolored ditto masters, lettering devices, etc.

descriptors

Assessment of text validity for the grade level
Assessing validity of supplemental materials
Applying diagnostic skills to textbook selection committees
Assessing individual student reading expectancies
Predicting individual student success with available reading materials in the content areas
Using visual aids production equipment
Using lettering techniques
Arranging visual aids attractively

participants

All middle school teachers

program evaluation

Questionnaires devised for sessions were completed by all participants
Comments and suggestions were encouraged
Evaluation forms were returned on the day of the program

All middle school staff members were involved in the reading session. Teachers not involved in the math program or articulation meetings were involved in the visual aids production and preservation session. This was a one-day workshop.

outcomes

Following the sessions, teachers were asked to complete the following items and submit them to the office.

- A. One multicolor ditto dealing with content area to be used in class
- B. A summary of the readability of student-used materials computed with either the Dale-Chall or Fry readability formulas
- C. Examples of the Cloze Technique used with individual students
- D. Each teacher received a complete folder including all formula handouts, multicolor dittos, examples of all techniques, and informational materials

contact

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Assistant Principal
North Ridgeville Middle School
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North Ridgeville 44039
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SCHOOL DISTRICT Polaris Joint Vocational

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Reading Improvement

program description

Diagnostic testing and a study of classroom performance of students showed a need to organize a school-wide reading improvement effort. The staff was divided into small groups consisting of those with similar program area disciplines (academic, business, health occupations, trade and industrial, agriculture). Inservice sessions were held during teacher planning time on a voluntary basis. Seventy percent of the staff participated.

The goals of these sessions included:

- 1) To present national, state-wide, and local data demonstrating a need to improve reading and comprehension skills to our students.
- 2) To help staff interpret reading scores of their own students.
- 3) To assist staff in assessing reading levels of printed materials.
- 4) To adapt and develop materials appropriate to the needs of their students.

Alternate methods of introducing new materials, reviewing, developing study skills, and reinforcing vocabulary were demonstrated. Each teacher developed at least one activity that could be used in the classroom.

descriptors

Identification of student needs in reading
Assessment of printed materials
Development of materials to improve comprehension, vocabulary, and study skills

participants

Vocational and academic teachers of junior and senior high school students

program evaluation

Informal evaluation by questionnaires
Teachers have continued to develop materials

outcomes

Teachers are more aware of students' reading levels and needs
Materials are being developed to meet those needs

contact

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SCHOOL DISTRICT Steubenville City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Teaching Reading in the Content Areas--Secondary

program description

A needs assessment conducted by the principal, department heads, and the reading supervisor showed that there was a hiatus between the reading skills taught in the reading center and their application in the classroom. Since it became readily apparent to teachers themselves that they lacked the ability to teach the particular reading skills required for their subject area, this became the focus of the program.

This required two years--the first to train the teachers, and the second year to implement the program in the classrooms.

The program included two full days and four half-day sessions for the entire staff. Because the reading problems were most acute with the low ability groups, 15 teachers primarily involved with these students met regularly to discuss problems common to classes with a high percentage of reading disability children. Having this group determine the goals and objectives not only provided valuable teacher input, but also gave teachers the feeling that this was their program and not imposed.

This along with the fact that all meetings were held in a comfortable, attractive setting. Coffee breaks with doughnuts or homemade cookies were provided. Meetings began and ended punctually.

The resources were the reading center itself, State Department consultants, The Teaching Teen Series, faculty and students from area college, high school staff members and the educational consultants from the Cleveland Plain Dealer.

After each inservice the teachers evaluated the session in terms of objectives met and preferred format.

descriptors

Literal comprehension in the content areas
Interpretive comprehension
Vocabulary development
Uses of reading-study skills
Making learning packets
How to read a newspaper

participants

Junior high and high school teachers

program evaluation

Pre-test and post-test vocabulary tests
Periodically administered questionnaires and reports by the teacher/inservice committee, department heads, principals
Videotapes

outcomes

Each teacher was provided with Teaching Teen Reading Series Videotapes for future inservice
Establishment of guidelines for utilizing texts in the content area
A changed attitude towards reading

contact

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Reading Supervisor
Steubenville City Schools
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Steubenville 43952
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SCHOOL DISTRICT Tri-County Joint Vocational School

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Communication Skills

program description

The PRIDE evaluation report and recommendations supported the need for emphasis on communication skills, effectiveness of the teaching-learning process and improvement of teacher competence. Specifically, the institute will relate to the inservice needs identified in the guidelines--vocational education, teachers of reading and teaching methods for school youth. The focus on communication skills in the teaching-learning process will be the vehicle for the improvement of the total instructional process. Various content areas as well as concepts dealing with verbal and nonverbal communication, interpersonal communication, self-concept, value clarification, positive reinforcement, teaching-learning strategies, reading problems in the content area, occupational analysis, planning and evaluating instruction, motivating students, working with students and professional growth will be included in the institute and follow-up program.

This institute was developed through combined efforts of the Education Department at Ohio University and the Tri-County Joint Vocational School.

descriptors

Revitalize teaching-learning process by improving communication skills of teachers and students

participants

93% of instructional staff, supervisors and administrators participated. Instructors from participating schools were invited to hear certain speakers

program evaluation

Staff evaluated to see if objectives were met. Supervisors evaluate instructors using a rating scale on institute objectives to determine if instruction has improved.

outcomes

Teachers had specific objectives for personal growth. Teachers were asked to write a personal self-assessment based on activities

contact

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Nelsonville 45764
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SCHOOL DISTRICT Youngstown City Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Developmental Reading in Secondary Schools

program description

Methodology in the teaching of reading has become a requirement of all students in teacher-training institutions no matter if they are elementary or secondary oriented. However, the present secondary on-duty teachers did not have this training and asked for specific inservice. They wanted to know what they could do to help students in their classes who were significantly deficient in reading. A two-year plan was implemented which would schedule all of the Grade 7 and Grade 9 English teachers in the city for the 1975-76 school year for eight full days of inservice; five in the summer and three during the school year.

The same format was used for all Grade 8 and Grade 10 English teachers for the 1976-77 school year. Stipends were paid in the summer and substitutes were furnished during the school year. Each teacher received a \$120 allocation to purchase special supplementary reading materials after a materials exhibit by many publishers. Special consultants and authorities in secondary reading were scheduled for all of the 16 total inservice days.

descriptors

How to individualize in a heterogeneous classroom
Diagnosis, logistics, and resources for individualized instruction
Promoting reading achievement
Skills in reading methodology

participants

Grade 7 and Grade 9 English teachers in the 1975-76 school year
Grade 8 and Grade 10 English teachers in the 1976-77 school year

program evaluation

Periodical needs assessments of attendees
Interim and final questionnaires tabulated and disseminated
Pre- and post-testing of students in reading

outcomes

Test results of students will be studied and analyzed
Teachers have asked for more inservice of a similar nature
Other disciplines may become involved

contact

Clay R. Folsom
Director of Instruction
Youngstown City Schools
20 West Wood Street
Youngstown 44503
(216) 743-1151

SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Reading in the Content Areas

program description

After conferring with the junior and senior high principals about a series of workshops for teaching reading in the content areas, the reading consultant explained the idea to the teachers at their preschool faculty meetings. The nine proposed sessions, based on the Teaching Teen Reading Series were to be held throughout the school year - approximately once a month. The reading series was supplemented with many print and audiovisual materials, both commercial and teacher-made.

Twenty-one of the 49 secondary teachers indicated an interest in one or more of the topics, and seven of the 21 teachers volunteered to attend all nine sessions.

The reading consultant agreed to spend one day per month in each building so that teachers could attend the sessions during their conference and planning periods. However, two of the teachers preferred to attend sessions after school.

Because of severe weather and school closings, some workshops had to be rescheduled or combined. Teacher absence and assignment changes also interfered slightly with attendance. However, several other people became interested and participated in various sessions.

Newsletters were sent to teachers and principals a week before each session to announce the date and briefly describe the workshop content. Articles about the inservice series appeared in the school and local newspapers.

descriptors

Reading in the content areas for teachers of grades 7-12
Seven 45-minute sessions on the following topics: readability, testing, literal comprehension, interpretive comprehension, vocabulary, study skills and a sequenced reading lesson, and individualizing instruction

participants

Voluntary participation by junior and senior high teachers of language arts, math, science, occupational work experience, agriculture, agri-business, home economics, history, and art. Also elementary remedial reading teachers, student teachers, guidance counselor, school-home coordinator, and learning disabilities tutor

program evaluation

Questionnaires to be completed by participants after the fourth and seventh sessions

outcomes

Informal comments by teachers and administrators have been favorable

contact

Lois Sonnenberg
Secondary Reading and Language
Arts Consultant
Wood County Office of Education
Courthouse Square
Bowling Green 43402
(419) 352-6531

SCHOOL DISTRICT Wood County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Teacher-Made Materials and Activities for Teaching Vocabulary and Comprehension Skills

program description

Two inservice workshops were presented for the county high school learning disabilities tutors and their supervisor. The participants met with the secondary reading consultant at the county office for two hours each time. For the first workshop, one hour of released time was granted the tutors.

The purpose of both workshops was to provide the tutors with a variety of ideas, materials, and techniques for helping students improve their reading skills.

Workshop I was a demonstration of many teacher-made games and writing activities for improving vocabulary and comprehension skills. The tutors participated in some of the activities and were given handouts to guide them in constructing similar materials. Adapting the materials to meet the needs of their particular students was encouraged.

Workshop II, held about six months after Workshop I, focused on literal, inferential, and critical-creative comprehension skills. After a discussion of the relationship of comprehension skills and thinking and a discussion of the levels of comprehension presented by Bloom and others, the tutors learned to create "survival reading kits."

Using print materials from everyday life outside the classroom, the tutors wrote questions to elicit literal, inferential, and critical-creative thinking.

Examples of "survival reading kits" served as models. Materials such as labels, grocery ads, maps, telephone books, or driver's manuals may be used for such kits.

descriptors

Workshop I - Teacher-made games and creative writing materials for teaching vocabulary and comprehension skills
Nontraditional, high-appeal materials designed to motivate reluctant learners

Workshop II - Learning to write leveled reading guides based on print materials students must be able to read for survival

participants

High school learning disabilities tutors from six districts and their supervisor in both workshops

program evaluation

Informal feedback from the participants has been positive. In most cases, materials have been adapted or have generated ideas for different materials to meet individual students' needs

outcomes

The reading consultant will give a similar presentation at a statewide meeting for high school learning disabilities tutors in Columbus and serve as a part-time instructor for a similar group at a summer workshop at Bowling Green State University

contact

Lois Sonnenberg, Secondary
Reading and Language Arts Consultant
Wood County Office of Education
Court House Square
Bowling Green 43402
(419) 352-6531

SPECIAL CURRICULUM AREAS

SCHOOL DISTRICT **Buckeye Local (Ashtabula County)**

AREA OF STAFF DEVELOPMENT **School Need**

INSERVICE THEME **Save America's Valuable Energy (S.A.V.E.)**

program description

Recognizing the need to keep an awareness of the energy crisis in the minds of students and all school employees, the Buckeye Local School District Curriculum Council, on February 11, 1975, approved the formation of a S.A.V.E. (Save America's Valuable Energy) Committee.

The purpose and function of the S.A.V.E. committee was to study many resources and to develop an energy curriculum guide.

Weekly meetings were scheduled beginning on April 9, 1975 and continuing through March 30, 1976. Such meetings were scheduled on a release-time basis for a period of one-half day per meeting.

Members of this committee researched volumes of materials, visited classrooms and had conferences with staff.

On November 18, 1975, members of the S.A.V.E. Committee attended an Energy Conservation Workshop in the River Valley High Schools, Marion County, Ohio.

On January 14, 15, and 16, 1976, three staff members attended the Interstate Energy Conservation Leadership Conference at Hyannis, Massachusetts.

The study concluded on March 10, 1976, by presenting the entire staff with a copy of the Energy Curriculum Guide at an all day inservice program, scheduled at the local high school, with the keynote speaker for the morning being Richard J. Anderson, associate director, Batelle Energy Programs.

descriptors

Goals and objectives with suggested activities and resources for elementary, junior high, and senior high school levels

participants

Elementary and secondary students

program evaluation

Presently being developed

outcomes

contact

G. Reed Taylor
Director of Instruction
Buckeye Local Schools
3436 Edgewood Drive
Ashtabula 44004
(216) 998-4411

SCHOOL DISTRICT Columbiana County

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Voice Disorders

program description

A committee of speech, language, and hearing therapists screened grades 1-4 for voice disorders in four local school districts. As a result of the screening activity, two things were discovered. First, an unusually high incidence of voice disorders were identified and second, the teachers expressed an interest in voice disorders and how they could help these children. The committee thus identified the need to provide teachers with information on voice disorders--types and who to refer to the therapist--and how some voice disorders can best be helped in the classroom rather than in therapy.

A time frame from January to June was established for providing the teachers with information on voice disorders.

In January, the teachers were given an overall view of voice disorders--what constitutes a problem and who should be referred to the therapist. This inservice meeting was then followed by three information sheets (which were disseminated approximately every six weeks) outlining a specific voice disorder. A therapist demonstrated a lesson in each teacher's classroom.

descriptors

A need for more and better referrals of voice disorders to the speech therapist by the classroom teachers was identified

participants

Speech, language and hearing therapists and classroom teachers grades 1-4

program evaluation

Adoption of some therapy ideas in the classroom and more and better referrals to the speech therapists

outcomes

Information sheets and classroom therapy lessons were developed and implemented

contact

Ruth Callahan
Speech, Language and Hearing
Therapist
Columbiana County Office of
Education
126 East Chestnut St.
Lisbon 44432
(216) 424-7781

SCHOOL DISTRICT Deer Park Community Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Outdoor Education

program description

The Deer Park Schools' Outdoor Nature Lab began operating three years ago with teacher-directed class visitations. Interest and use of the facility by a small number of teachers was good. However, it was apparent that another approach was necessary in order to create more interest.

A committee of parent-volunteers was formed during the summer of 1976. Plans were made for this committee to work in groups of three or four to serve as guides for class visits to the outdoor lab.

The program is operating successfully. Teachers contact the committee chairman to schedule the guided tours. The volunteers are receiving training to make them more knowledgeable in the field of outdoor education. Two trail guides have been developed to assist the volunteers.

descriptors

Identification of an alternate approach to a new area of curriculum development

participants

Interested parents of students in the three elementary schools

program evaluation

A survey of class usage to determine if the new approach resulted in increased number of field trips
A questionnaire given to teachers to determine if better instruction has resulted

outcomes

Not yet determined

contact

Robert Flury, Principal
Holmes Elementary School
8688 Donna Lane
Cincinnati 45236
(513) 891-4202

SCHOOL DISTRICT Deerfield-Union

AREA OF STAFF DEVELOPMENT Knowledge, School Need

INSERVICE THEME College Preparatory

program description

A college preparatory block program has been instituted for part of the school day. Our regular schedule includes eight periods of 41 minutes. Our college block consists of nine modules each lasting 21 minutes.

The 10th grade college preparatory student will take Project Biology, English 10A, geometry, and world history in the modular schedule. One day the biology class may meet three modules for laboratory work, and the next day one module for a lecture.

The 11th grade college preparatory student will take English 11A, U.S. History, chemistry, and algebra II.

The 12th grade college preparatory student will take English 12A, social studies, physics, and math IV.

All college preparatory students are urged to take every course in the project block, but exceptions are made in grades 11 and 12. A student may be a part of the project and take only three of the four subjects offered. He must take the math and social studies, but he may choose to drop either the science or the math, but not both.

Outside of the project block, the college preparatory student still has three regular class periods in which to choose additional courses. Foreign languages, band and vocal music, art classes and elective English semester courses are just some that are available to the students.

descriptors

A program is designed to better prepare college-bound students in an atmosphere of college learning

participants

Principal, counselor, language arts teachers, social studies teacher, mathematics teacher, and science teachers

program evaluation

Periodically administered questionnaire and analysis of tests results

outcomes

A curricular guide will be developed
An increased number of registrations in the college prep program

contact

J. William Haag, Principal
Kings High School
5620 Columbia Road
Kings Mills 45034
(513) 398-8050

SCHOOL DISTRICT **Fairfield City Schools**AREA OF STAFF DEVELOPMENT **Attitudes**INSERVICE THEME **Mental Health Workshop**

program description

An inservice workshop on mental health was held for all junior high school teachers. Outside resource people were brought in to speak on the classroom teacher's role in mental health.

The theme of the program centered around the interaction of the teacher and student in terms of a mental health concept; the teacher's attitude toward their students as well as the student's attitude toward the teacher. Behavior in school was also discussed.

descriptors

To develop a better mental attitude on the behalf of the teachers and students

participants

All faculty members of the junior high school

program evaluation

Evaluation forms were given to all teachers to be filled out immediately following the workshop

outcomes

The majority of the teachers responded to the evaluation forms in an affirmative manner and felt that the program was very informative and worthwhile

contact

Jerry Stork, Psychologist
William E. Marshall, Principal
Fairfield City Schools
5050 Dixie Highway
Fairfield 45014
(513) 867-5230

SCHOOL DISTRICT **Fairfield City Schools**AREA OF STAFF DEVELOPMENT **School Need**INSERVICE THEME **Pupil Health Care**

program description

After discussing pupil health care it was decided there was a need for a unified health care inservice program for teachers.

This five-week inservice program will be held at all the schools on a regularly scheduled basis during the inservice period, the second through the sixth week of the 1977-78 school year. The length of each inservice meeting will be confined to a 20-25 minute time period before students are in the building. It will be conducted by the curriculum coordinator, head nurse, and each building nurse.

descriptors

The role of the school nurse
Observing the student - health observation checklist
Film presentation showing symptomatic behaviors requiring appropriate referral
Drug abuse and behavioral systems
Child abuse

participants

Teachers of four elementary schools, one junior high school, one senior high school, and one parochial school (included all teachers)

program evaluation

Increased insight by teachers into the behaviors of children that indicate a health problem. Changes in the types of referrals teachers make to the nursing station

outcomes

Greater utilization of professional health resources in the classroom

contact

Myrna Goodman, Head Nurse
Fairfield City Schools
5050 Dixie Highway
Fairfield 45014
(513) 867-0220

SPECIAL CURRICULUM AREAS

SCHOOL DISTRICT Hubbard Exempted Village, Hubbard High School

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Narcotics Awareness

program description

Youngstown, like most major urban areas across the nation, experiences a high degree of drug traffic.

Generally speaking, most adults (teachers and parents) are totally unfamiliar with the drug culture and consequently have no understanding of what is happening nor what to do when experiencing a drug problem.

Lt. John Lynch III, chief of the vice squad, Youngstown City Police Department, spoke to our staff on the law, availability of drugs, current usage, identification, and emergency procedures.

Our plans include attempting to reach parents with the same type of an information-providing program, and after that to provide an increased discipline for student drug offenders in order to minimize usage and traffic as much as possible.

descriptors

Basic principles of awareness and identification of the aspects of current drug usage

participants

Total staff of the high school building

program evaluation

The incidence of drug-related disciplinary problems will be reduced

outcomes

Staff awareness has been increased

contact

Charles D. Hartwell
Principal
Hubbard High School
350 Hall Ave.
Hubbard 44425
(216) 534-1113

SCHOOL DISTRICT Medina County Board of Education

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME That's What Colleges Want

program description

Junior and senior high school teachers were asked to give ideas for inservice programs. Sensitivity to criticism of public secondary schools language arts programs resulted in teachers asking to have some knowledgeable person from a college tell teachers what colleges actually desire.

Richard Snyder, Ashland College, was chosen to let teachers know what a typical small, liberal arts college wanted.

At a Saturday inservice meeting Dr. Snyder gave teachers insight into what colleges expect. Differences in types of writing - informal and formal were stressed. Areas of misunderstanding were clarified. Curriculum offerings were questioned and some pet theories were questioned. Teachers were given an opportunity to question and share ideas presented.

descriptors

Concepts and skills which colleges want high school graduates to have mastered Curriculum offering needs of secondary schools

participants

Language arts teachers of junior and senior high schools from the four local districts

program evaluation

Conferences with individual teachers who attended inservice

outcomes

Some questions of curriculum offerings now offered, updating of some present offerings, reinforcement of some present offerings, serious thought on what should be offered and stressed

contact

John South, Secondary Consultant
Medina County Board of Education
144 N. Broadway St. Box H
Medina 44256
(216) 723-3641, ext. 2257

SCHOOL DISTRICT Pike County Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Dental Health

program description

The Pike County Health Education Council set as its goal a dental health program in all the Pike County Schools (K-7).

This is teacher and children working together for a common cause--a healthy mouth.

There is a great need in Pike County as many parents and children have never owned a toothbrush or used one.

The school nurses take a big part in this program--showing films and coloring books, giving talks and service to those who need it.

Inservice has been given by the State Women's Auxiliary, Dr. Nancy Reynolds, Dr. Orio from the Ohio State University College of Dentistry, Carol Richardson, Miami University, Ohio Program for Dental Health Education in Schools.

descriptors

Program planned by a county health education council
Health educators are brought in for inservice
Funds for the program used for toothbrushes, toothpaste, films, posters

participants

30 people representing schools, welfare, child welfare, school superintendents and supervisors

program evaluation

Evaluation forms are given to each teacher at the end of the year

outcomes

A complete program (K-7) with daily brushing and flossing along with nutrition lessons in each grade

contact

Mary E. Caudill
Elementary Supervisor
Pike County Schools
P.O. Box 578
Piketon 45661
(614) 289-4112

SPECIAL CURRICULUM AREAS

SCHOOL DISTRICT Washington Court House City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Naval Junior Reserve Officers Training Corps (NJROTC)

program description

The NJROTC Program is established by the Navy in selected secondary schools as an integral part of the host school curriculum, especially designed to complement courses taught in the host school.

Eligible students (male and female) are those in grades 9 through 12. They are provided with uniforms, textbooks, training aids, and other necessary items paid for by the Navy. Cadets can participate in drill teams, rifle teams, field trips, and cruises on board Navy ships and other extracurricular activities.

It is a program of self-development taught by highly qualified retired Naval officers and petty officers, carefully selected and approved by the Chief of Naval Personnel, United States Navy.

descriptors

Courses comprise three classroom and two drill periods per week and include basic naval orientation, Navy organization, Naval history, seamanship, navigation, oceanography, astronomy, meteorology, relative motion, leadership, and drills and commands; they are designed to develop self-discipline, citizenship, teamwork, leadership, high standards of personal conduct and appearance, to strengthen character, and to promote an understanding of the basic elements and needs for national security

participants

Superintendents and principals of secondary schools

program evaluation

Established units must maintain a 100-cadet enrollment, or then be placed on probation one year, then disestablished if enrollment is not met. New units are established usually to replace those disestablished

outcomes

Cadets receive one credit for each year successfully completed, are under no future Navy obligation, but can be greatly assisted in their attempts for Naval Academy nominations, NROTC college scholarships, or if they decide to enlist in any service

contact

Cmdr. H. W. Vail, U.S.N. (Ret.)
or
K. V. Hays, YNCS, U.S.N. (Ret.)
Naval Science Instructors
Washington Senior High School
Washington Court House 43160
(614) 335-0820/1970

SCHOOL DISTRICT Canton City Schools

AREA OF STAFF DEVELOPMENT Knowledge, Attitudes

INSERVICE THEME Legislation for the Handicapped

program description

The passage of P.L. 94-142 made it necessary to provide inservice to elementary teachers and principals regarding the following provisions in the law:

Screening, referral, and identification of handicapped children
Least restrictive environment
Placement procedures
Individual education program

Since the above components of the law necessitated a revision of special education procedures, it was imperative that the new procedures be communicated to other school personnel in the Canton City Schools. The curriculum department, special education department, instructional media department, and elementary education department, cooperated in developing the following:

- 1) Obtained S. J. Bonham, Director of Special Education, State Department of Education, to address the elementary principals on provisions and implications of P.L. 94-142
- 2) Videotaped Mr. Bonham's presentation
- 3) The special education department trained the principals on the new procedure developed for Canton
- 4) The special education department taped a presentation for elementary teachers
- 5) Mr. Bonham's videotape presentation to principals was edited and shown to all elementary teachers on a designated day, (20 minutes). Ralph Ickes, Coordinator of Special Education, Canton City Schools, then presented Canton's new procedures to the teachers, (30 minutes videotaped).
- 6) The principals followed up the videotaped presentation with the new forms on screening, referral, etc.
- 7) The program supervisors in special education then followed this inservice by monitoring the new procedures.

descriptors

P.L. 94-142
H.B. 455
New Forms

participants

Principals
Elementary teachers

program evaluation

Principal follow-up
Program evaluation form (by teachers)

outcomes

Program supervisors monitoring new procedures

contact

Ralph D. Ickes, Coordinator
Special Education
Canton City Schools
800 Market Avenue, N.
Canton 44702
(216) 455-8992

SPECIAL EDUCATION

SCHOOL DISTRICT Celina City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Elementary Reading Instruction for Mainstreamed Child

program description

Through a special state grant we offered all elementary teachers the opportunity to go to a local summer institute to receive instruction in presenting appropriate instruction to the mainstreamed child.

descriptors

Evaluation
Programming and perscriptive writing
Micro-teaching
Literary selection
Post-test evaluation and
Reprogramming

participants

All elementary teachers

program evaluation

Three post program sessions in which each step was reviewed and suggestions for improvement were developed

outcomes

Improved understanding of the needs of exceptional children
Improved teaching techniques of reading as well as other programs being shaped to the child's needs

contact

J. R. Mustard
Director, Pupil Personnel
Celina City Schools
567 E. Wayne Street
Celina 45822
(419) 586-2419

SCHOOL DISTRICT Columbiana County

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Nature and Needs of Children with Learning Disabilities

program description

An inservice program was designed due to an increasing number of requests by regular educators to receive assistance in aiding students with specific learning disabilities who were not receiving outside assistance. Teachers also noted a lack of appropriate training in preparing teachers to adjust to varied learning styles.

The program was designed to be flexible enough to suit the needs of the school districts throughout the county. It was also structured to be a continual, ongoing project that would encompass a series of topical concerns in the field of learning disabilities.

Measurable objectives were developed. These related to: identifying characteristics and learning needs of students; citing a variety of types of learning resources; citing factors which inhibit and facilitate learning; using appropriate techniques to maximize student participation; using appropriate techniques to keep students on focus and performing appropriately; identifying persons and agencies that need to receive information concerning students and matters related to classroom instruction; asking questions, verbally or in writing, that are effective in eliciting needed information from others.

Input by various educational staff members (general education supervisor, psychologists, special education supervisors, teachers, parents, building principals, superintendents) as to specific content areas that needed to be included was given priority in developing the format.

Initial inservice programming was part of a professional growth day sponsored by the Columbiana County Board of Education and another program was initiated in the Salem school system.

An increased awareness of the field of learning disabilities has been evidenced by the number of requests made for future inservices of a more specific nature and by follow-through diagnostic and remedial techniques that are being implemented in some regular education classrooms. A team-approach in evaluating the needs and educational program of a student has been most effective in carry-over of inservice programming.

descriptors

Approaches to the concept of learning disabilities
Psychoeducational diagnostic procedures
Organization of remedial programs

participants

Regular education teachers for grades K-12

program evaluation

Follow through on teacher and parent referrals by observation and subsequent team planning

outcomes

Team approach techniques in observing diagnosing, and remediating students with specific learning disabilities

contact

Ms. Linda Crandall
LBD Supervisor
Columbiana County Board of Education
126 East Chestnut Street
Lisbon 44432
(216) 424-7781

SCHOOL DISTRICT Hardin County and Riverdale Local School

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Who Are Gifted? Programming for Talented, Able, and Gifted Students

program description

Since a coordinator for TAG (Talented, Able, and Gifted) students was in the offing, it was decided to provide inservice to inform our staff members about identifying such students and establishing programs for them.

A general session was keynoted by George Fichter, from the State Department of Education. Beverly Ness, Lucas County Consultant for Talented, Able, and Gifted students spoke to the elementary staff. Robert Calabrese, an administrator in the Lucas County Schools office, spoke to the junior and high school staff.

descriptors

Criteria for selection of Talented, Able, and Gifted students were discussed. Activities were suggested to develop more fully the potentials of these students

participants

Teachers from kindergarten through high school, administrators, and county office personnel

program evaluation

Comments from persons involved and their participation once the program is established

outcomes

Similar programs are going to be presented in each of the other three local districts

contact

Jane Navarre
TAG Coordinator
Hardin County Schools
Court House
Kenton 43326
(419) 675-2301

SPECIAL EDUCATION

SCHOOL DISTRICT Howland Local Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Helping the Child with Learning Problems in the Regular Classroom

program description

Through meetings with administrators and teachers to discuss problems of the instructional program it was determined that inservice was needed in the area of learning problems and how the regular classroom teacher could best serve the children. A committee was set up to develop the inservice program. Diana Geddes, consultant with ECA, was contacted and agreed to be a part of the one-day workshop.

descriptors

Practical ideas for teachers on identifying children with learning problems
Practical suggestions for working with learning problems in the regular classroom

participants

All elementary teachers K-6

program evaluation

Each teacher submitted an evaluation at the conclusion of the inservice
Administrative feedback on use of ideas presented

outcomes

Programs set up to develop teaching tools to implement suggestions

contact

Robert A. Raidel
Administrative Assistant in Charge of Instruction
Howland Local Schools
8200 South Street
Warren 44484
(216) 856-5971, ext. 121

SCHOOL DISTRICT Licking County Joint Vocational School

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Understanding Mainstreaming

program description

Many staff members lacked understanding of the mainstreaming efforts that were being made in our district. The academic coordinator was in a position to recognize the problem and, with the consent and cooperation of the superintendent, developed and structured an inservice program.

The main objectives were to help our teachers (1) understand that mainstreaming is looking at the educational needs of children instead of diagnostic labels, (2) to realize that many students coming out of special education classes can and have succeeded in many of our vocational programs, (3) become acquainted with the resource people available, and (4) understand that mainstreaming is not "dumping" all special education students into vocational programs.

A time frame from February through May was established for four departmental meetings in which special education consultants and teachers were brought in to implement the above objectives. The main coordination was carried out by the academic coordinator and the special education supervisor from the county office.

During this time, resource people and materials were assembled for the various meetings. The monitoring of both staffs and students was carried out by the special educator/supervisor and the academic coordinator.

descriptors

Looking at students and their needs rather than labels
Methods of individualizing instruction and providing resources, materials, etc.
Methods of improving communication between special education consultants and vocational school teachers

participants

Supervisory staff and teachers in the joint vocational school building

program evaluation

Achievement and progress of mainstreamed students throughout the school year
Subjective observation of staff attitudes, changes, etc.
Ability of all concerned to follow up on program recommendations

outcomes

contact

Dave Cisler
Academic Coordinator
Licking County Joint Vocational School District
150 Price Road
Newark 43055
(614) 366-3351

SCHOOL DISTRICT Lucas County Schools, Oregon City Schools, Genoa Schools

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Implementation Procedure for H.B. 455

program description

The need for clearer understandings of H. B. 455 coupled with the need for sound implementation procedures motivated the Lucas County Schools to begin a series of inservice workshops on this new legislation.

The workshops were held with a variety of people: board of education members, superintendents, building administrators, Task Force members, special education supervisors, EMR and LD teachers, and speech language and hearing clinicians. The participants in the initial workshops were superintendents. The progression then went to special education administrators and building administrators, then supervisors, and teachers. By using a series of workshops each population was able to reach a clearer understanding of their mandated responsibilities.

The content of the workshops revolved around three basic points:

An overview of P.L. 94.142 and H.B. 455
Procedures for implementing the mandate
"What is an I.E.P.?"

As an outgrowth of these inservice workshops and from numerous contacts and conversations with state special education officials, two publications evolved: a Parent Handbook, and Due Process Procedures Handbook.

descriptors

Inservice for H.B. 455
I.E.P.'s
Understanding of new legislation

participants

Educators in Lucas County area

program evaluation

Lucas County Schools evaluation
Completed I.E.P.'s

outcomes

Parent Handbook
Due Process Procedures Handbook
Clearer understanding of
H.B. 455

contact

Doris Gannon
Dorthy Vinson
Sandra Frisch
Lucuas County Schools
3350 Collingwood
Toledo 43610
(419) 241-3248

SCHOOL DISTRICT Norwalk City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Gifted Program - Planning Committee

program description

The need for a gifted program for elementary students was identified. A planning committee consisting of the director of special programs, his assistant, the school psychologist, the elementary principals, faculty representatives, and the specialist teacher was formed to implement the program. A goal was set to have the program in full operation in January.

Guidelines and criteria for identifying students were established and teacher recommendation forms were planned and approved. Tests were selected by the committee and final criteria for the selection of students were determined. The group formed a program philosophy and program goals. Materials to be used were reviewed and discussed.

The committee met six times during the first semester. The final meeting included an evaluation of test results and discussion of final placement and conference planning. Further meetings are scheduled to discuss evaluation and funding.

descriptors

Investigation and selection of materials
Planning, design, and implementation of a gifted program
Identification and selection of criteria for selection and placement
Development of program philosophies and goals

participants

Director of Special Programs
Assistant Director of Special Programs
School psychologist
Three elementary principals
Three teacher representatives (primary, intermediate, specialist)
Specialist teacher

program evaluation

Periodic progress reports by the specialist teacher
Teacher and administrator questionnaire evaluation

outcomes

The ABLE Program was implemented on February 14, 1977

contact

Kaye Black
ABLE Program
Norwalk City Schools
19-21 N. Hester St.
Norwalk 44857
(419) 668-2779

SCHOOL DISTRICT Pleasant Local School (Marion County)

AREA OF STAFF DEVELOPMENT Knowledge

INSERVICE THEME Techniques and Rationale in Working with the Marginal Child

program description

The teacher inservice committee circulated a survey to staff members K-12. Survey results indicated a need to obtain more information on how to assist the marginal child.

The committee established the following objectives in preparing an inservice day:

- 1) Provide knowledgeable resource person to establish rationale and present specific workable techniques in working with the marginal child.
- 2) Provide opportunity for staff involvement.

The program format was:

Thomas M. Stephens, professor and chairman of Exceptional Children in the College of Education at Ohio State University, presented an informal lecture to all members on the topic as described above. He gave related background information and practical suggestions for use with marginal children in K-12.

Forty five members viewed the film entitled The Reality of Success. In this film William Glasser pointed out seven steps to success in teaching and counseling the identified failure in the school situation. Members were allowed a time for discussion following the film presentation.

descriptors

Techniques in working with the marginal child
Rationale in working with the marginal child

participants

90 staff members, K-12

program evaluation

Written evaluation by participants on day of meeting
Committee follow-up meeting

outcomes

contact

Priscilla Kreis
Chairman Inservice
Pleasant Local Schools
1101 Owens Rd. W.
Marion 43302
(614) 389-4815

SPECIAL EDUCATION

SCHOOL DISTRICT Riverdale Local School (Hardin County)

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Gifted Children

program description

The program dealt with the identification of the gifted child and enrichment programs that can be implemented.

Beverly Ness of the Lucas County Schools conducted the inservice that outlined types of gifted children, identifying them, and enrichment activities.

Types of gifted children include general intellectual ability, specific intellectual ability, creativeness, leadership, visual and performing arts, and psychomotor ability.

Identification falls into three categories: ability tests, nominations, and performance.

Enrichment can be fulfilled in many ways--resource rooms, learning centers, etc.

Ability grouping and acceleration are means of extending a gifted child's experience also.

As a result of this, Hardin County, in which Riverdale is located, has hired a part-time teacher who will be involved with identifying gifted children. A gifted committee has also been formed.

descriptors

Identification of children with talents or gifted children
Instructional materials that can be used in dealing with these children

participants

All staff

program evaluation

outcomes

Formation of a gifted committee made up of teachers under the direction of administrators

contact

Jack Burgess, Superintendent
Vickie Snyder, Inservice Chairman
Riverdale Local School District
Mt. Blanchard 45867
(419) 694-2211

SCHOOL DISTRICT Stryker

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Recognizing and Assisting LD Students within the Regular Classroom

program description

A staff-initiated study indicated a need for more awareness of student learning disabilities and how they could be better met.

Main emphasis was placed on how those LD students who receive special tutoring can be given better supplemental classroom instruction.

Regular classroom teachers were recipients of special training program to qualify them as LD tutors so they could better understand and instruct students with learning disabilities.

descriptors

Program of instructional services, implementation, supervision, and evaluation
Organization of instruction to incorporate assessment information, objectives, and evaluation data into classroom instruction
Input, acquisition, and application of concepts relative to better classroom instruction of LD students

participants

K-6 classroom teachers

program evaluation

Questionnaires and follow-up by LD supervisor

outcomes

Better knowledge of LD concept by classroom instructor and better supplemental instruction

contact

Jim Hutchinson
Elementary Principal
P.O. Box 156
Stryker 43557
(419) 682-2841

SCHOOL DISTRICT **Wilmington City**AREA OF STAFF DEVELOPMENT **School Need**INSERVICE THEME **Exceptional Children**

program description

Workshops are held in each building to assist teachers in meeting the needs of exceptional children. These workshops concerned such topics as mainstreaming, techniques helpful in diagnosing and remediating learning disabilities, and working with LD children in the regular classroom. Two workshops were held at the high school to assist teachers with hard of hearing students.

Methods included discussion, brainstorming, development of diagnostic teaching strategies, audiovisuals, and resource persons. The district's pupil personnel services staff has often been the most effective resource as these people have been available for on-going follow-up.

Attention is also given to the needs of the above average child. At present a workshop is being designed around Ohio's Write On teacher resource unit. This unit presents many ideas for teaching creative writing.

descriptors

Building workshops for 10 to 20 teachers meeting the needs of exceptional children

participants

Classroom teachers

program evaluation

Discussion of success of strategies following trial period of implementation

outcomes

Team planning to meet needs of exceptional children in regular classrooms

contact

E. Gaye McGovern
Director of Pupil Personnel
Services
Wilmington City Schools
576 W. Main Street
Wilmington 45177
(513) 382-1641

VOLUNTEERS

SCHOOL DISTRICT Dayton Public Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Make a Difference (A Development Workshop for Volunteers)

program description

Early in the school year the two volunteer assistants made a needs assessment by talking with school personnel and volunteers. They determined the need for volunteers to have a training session in tutoring reading and mathematics as well as in performing other volunteer duties. Plans for such a workshop were made by these two assistants along with the executive director of curriculum services.

The training session, lasting from 9 a.m. to 2 p.m. was held in October.

After registration, a volunteer director from Dayton Children's Psychiatric Hospital spoke on "The Significant Other."

Dayton school supervisors directed sessions on reading and mathematics. Other sessions were led by a school advisor, a school secretary, a media center teacher and the coordinator of consumer economics education. These persons helped volunteers with skills of volunteer work in their areas. Two 80-minute periods of four concurrent sessions were held in the morning.

After a sack lunch, a panel of seven active volunteers spoke briefly of their positive volunteer experiences. A 35-minute question and answer period followed during which the audience asked questions of the panel.

The final ten minutes were used for administering a simple evaluation questionnaire.

descriptors

Developing skills of volunteers in tutoring primary, intermediate, and upper grade reading and mathematics

Developing volunteer skills as teacher assistant, clerical assistant, media center assistant, bank-savings assistant

participants

Volunteers and potential volunteers

program evaluation

A questionnaire asked participants to rate each component of the workshop.

Additional comments were requested

outcome

97% of the participants felt that the workshop as a whole was "very helpful" or "helpful" Many positive comments and good suggestions for future workshops were received

contact

Mrs. Jane Rosenberg
Mrs. Winona Jackson
Volunteer Service Assistants
Volunteers in Public Schools
(VIPS)

Dayton Public Schools
348 West First St.
Dayton 45402
(513) 461-3850, ext. 572

VOLUNTEERS

SCHOOL DISTRICT Delaware City Schools

AREA OF STAFF DEVELOPMENT School Need

INSERVICE THEME Use of Volunteer Library Aides

program description

At an elementary staff meeting in the fall, both teachers and library clerk expressed a need for more help in the media center so that children could more fully utilize the resources. A suggestion was made that the use of volunteer aides be explored.

Permission was obtained to use volunteers in the school.

A committee composed of the building principal, library clerk, consulting librarian, and the inservice training leader made plans for obtaining and training volunteer aides.

The part of the training dealing with actual media center operation, primarily cataloging and shelving books, was developed by the consulting librarian and library clerk.

The part dealing with building and system policies, health and safety regulations and professional ethics was developed by the inservice training leader and the building principal. Materials were adapted from a volunteer training packet developed by the Reynoldsburg, Ohio, French Run School.

The volunteers received their training during two early afternoon sessions at the school, followed by any help as needed on the job.

The volunteers have been serving regularly since the beginning of January.

An early spring evaluation is planned. The aides will also be asked to evaluate and make suggestions for further assistance.

descriptors

Volunteers
Library aides
Inservice

participants

Parent volunteers

program evaluation

Periodic meeting and discussion of building staff and volunteers

outcomes

The library media center has been running more efficiently since volunteers have been coming regularly.
(More aides need to be trained to have as a reserve when the regular volunteers have to be absent.)

contact

Mrs. Jean C. Blakeslee
Inservice Training Leader
Willis Intermediate School
74 W. William St.
Delaware 43015
(614) 362-3811

VOLUNTEERS

SCHOOL DISTRICT Reynoldsburg City Schools (French Run School)

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Volunteer Training

program description

During the 1976-77 school year, a formal training program was put into effect for French Run School's Volunteers in Education.

The program and accompanying handbook were written by Sylvia Huelsman, coordinator of volunteers, Anita Stewart, supervisor of learning disabilities, and Paula Wise, school psychologist. They also presented the five inservice sessions to the volunteers.

The program included:

1. Description of program goals, policies, procedures and guidelines; Description of roles of individuals involved in the program;
2. Information regarding child development and learning theory; Instruction regarding positive approaches in volunteerism;
3. Discussion of learning modes and behavior management techniques; Structured experiences and discussion regarding learning disabilities;
4. Presentation of reading and math skill development and its relation to the curriculum; Direction in writing instructional objectives; and
5. Hands-on experiences involving construction of visual aids and games.

The inservice program was held during the first part of the school year at two-week intervals. During each session time was allotted for discussion, questions, and problems. Volunteers were assigned to various grade-levels K-5 and were working with teachers and students while the inservice sessions were being presented.

In addition to the formal training program, specific, informal training was supplied by classroom teachers.

During the remainder of the year, the resource teacher made periodic contact with teachers and volunteers for purposes of assistance and evaluation of the program.

descriptors

Presentation of information regarding structures of the Volunteer in Education Program Instruction in basic learning theory, child development, management techniques, teaching methods, and record-keeping procedures

participants

Presented by supervisor of learning disabilities, school psychologist, and resource teacher to participants in the building Volunteers in Education Program

program evaluation

Formal written evaluation twice yearly by teachers, once yearly by volunteers. Informal evaluation periodically by resource teacher

outcomes

A handbook was developed for use in the inservice program and to be used throughout the year by volunteers and teachers. Students and teachers received direct service from volunteers.

contact

Sylvia Huelsman
Coordinator of Volunteers
Reynoldsburg City Schools
1200 Epworth Ave.
Reynoldsburg 43068
(614) 866-5590

VOLUNTEERS

SCHOOL DISTRICT Richland County Schools

AREA OF STAFF DEVELOPMENT Skills

INSERVICE THEME Utilization of Volunteers

program description

A program consisting of several hours of inservice on the best, most efficient and most beneficial methods of dealing with adult volunteers is required of all Richland County teachers who choose to utilize adult volunteers trained through the auspices of the Volunteer in Education (VIE) Program.

The program coordinator apprises the teachers of the training the volunteers have completed. All receive a copy of the VIE manual and learn how to best utilize the training and talents of the classroom volunteers with whom they will be working.

The program is tailored to the special needs of the teachers involved according to their level or subject area.

This program is held at the conclusion of each volunteer training session in the school to which the volunteers will be assigned.

descriptors

Identification of teachers who desire volunteer help
Specialized training for teachers who utilize VIE personnel

participants

Teachers who utilize VIE personnel

program evaluation

Every few months feedback is received from both teachers and volunteers through direct contact with the program coordinator. A questionnaire administered at the end of each school year provides information regarding needed changes and program evaluation.

outcomes

More VIE programs begin each year as a result of the positive comments made by both teachers and volunteers. Good public relations within the schools is an added plus for this program.

contact

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Richland County Schools
50 Park Avenue, E.
Mansfield 44903
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Appendix A

_____ Date

_____ School District

INSERVICE RESOURCE TALENT QUESTIONNAIRE

Area of Emphasis _____

Consultant _____

Additional Resource Person(s) _____

Objectives: (performance outcomes for teachers)

Activities:

Time Needed

Cost

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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Evaluation Process:

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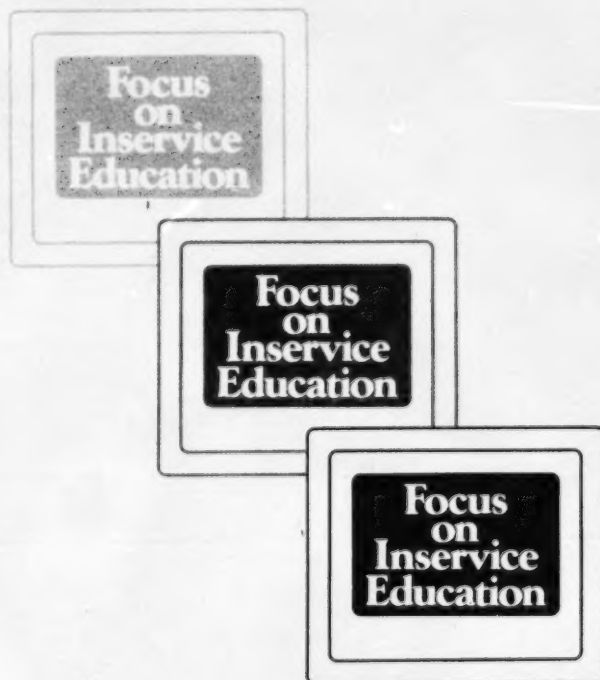
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